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ABSTRACT

A project was conducted to develop a program of competencies needed by persons who are to receive a master's degree as directors of adult continuing education. The first section of the project provided a computerized needs assessment of the training items to be included in a master's degree curriculum for administrators of adult continuing education programs. The assessment was based upon the knowledge, skills, and attitudes identified and validated by the project staff using generally approved research procedures. The data resulting from the needs assessment was used to provide an information base in the development of the curriculum for a master's degree program. The second section of the project presented the data and activities leading to the obtaining of the data concerning the competencies selected for final inclusion in the program. The culmination of the second part was the categorization of the competencies into component groups. The report contains figures and charts, such as a classification grid, synthesis of administrative process; listing of components by program area; index of competencies by component title; and statement classifications of competencies. (KC)

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ED201783

Final Report of

Research & Development of Competencies for Masters Degree in Curriculum Planning & Development: Administration & Supervision of Adult Education

August, 1977

CE 028 761

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Masters Degree Program for Directors of
Adult Continuing Education

(Objective 1.0)

Introduction:

The purpose of this section of the project was to provide a computerized needs assessment of the training items to be included in a masters degree curriculum for administrators of adult continuing education programs. The assessment was based upon the knowledge, skills, and attitudes identified and validated by the project staff using generally approved research procedures. The staff will utilize the resulting data from the needs assessment to provide an information base in the development of the curriculum for a masters degree program for administrators of adult continuing education programs.

Need Statement:

The field of adult continuing education is a widely diverse enterprise carried out by many agencies, institutions, and organizations. Educational programs for adults are offered by business and industry, labor unions, libraries and museums, religious organizations, and volunteer service groups and organizations. Federal, State, and local government also maintain educational programs for adults through federal Man-Power Development Training programs, public schools, colleges, the armed services, and cooperative extension services (Smith, 1970). Combining all such pro-

grams designed for adults in the United States gives evidence that there are more adults attending some type of educational program today than young people in the formal system (London, 1970).

The enormity of the field of adult education is compounded by the fact that it has grown to its present size relatively rapidly with the major portion of its growth being within the past twenty to thirty years (London, 1970). This rapid expansion and great diversity in the adult education field has resulted in a discipline lacking in general goals and design. Knowles (1960) in reviewing the historical development of adult education in the United States maintains that certain generalization can be made. He observes,

1. The institutions of adult education have typically emerged in response to specific needs rather than as part of a general design for the continuing education of adults.

2. The developmental process of adult education has tended to be episodic rather than consistent.

3. Institutional forms for the education of adults have tended to survive to the extent that they have become attached to agencies established for other purposes.

4. Adult education programs have tended to gain stability and permanence as they become increasingly differentiated in administration, finance, curriculum, and methodology.

5. Adult education programs have emerged with, and continue to occupy a secondary status in the institutional hierarchy.

6. The institutional segments of the adult education field have tended to become crystallized without reference to any conception of a general adult education movement (Knowles, 1960, p.27).

In part the secondary status and lack of general design is due to an insufficient number of trained career or full-time leaders in the field of adult education. Houle (1970) has described the educational personnel in adult education as being largely composed of part-time and volunteer staff.

> Insofar as a pattern may be discerned amid the bewildering variety of forms of leadership in adult education, it takes the shape of a pyramid. This pyramid is divided into three levels which are essentially different, although at their edges they blend into one another, so that no sharp lines can be drawn to differentiate them.
>
> The widespread base of the pyramid is made up of lay leaders...and volunteers. At the intermediate level of the pyramid is a smaller, but still very large group of people whose adult educational service is part of their regular job or who accept supplemental employment in that field.
>
> At the apex of the pyramid is the still smaller, but sizable group of people who have made adult education the focus of their careers and plan to spend their lifetime as specialists in it (p.111).

Lowe (1975) considers the absence of highly qualified, full-time professional staff to be one of the main barriers to the improvement of adult education programs and to the initiation of new ones. He maintains that such a professional staff would be more capable of generating and spreading original ideas, planning and coordinating substantial programs, and raising the general level of administrative, organizational, and teaching competence. "The evidence is quite conclusive that no single factor is more conducive to the quickening of activity than the appointment of a full-time staff" (Lowe, 1975 , p.20).

> The full-time adult educator may be defined as a person exclusively employed to assist, in one capacity or another, with the systematic education of adults...the full-time adult educator cannot operate efficiently unless he is a thorough-going professional with special personal attributes and a high degree of expertise. His role is demanding at all levels. He is normally expected to plan, implement, direct, and evaluate programs, and to assume responsibility for recruiting, training and supervising the part-time organization and teaching staff. In addition he must know about general educational trends, establish and maintain contact with other professional workers, and he may be required to develop close links between the formal educational system and the community (Lowe, 1975, p.25).

It has only been in recent years that the education and training of adult educators was considered to be unique (Mocker, 1974; Chamberlin, 1961; Fenn, 1972; Liveright, 1959). For the most part the education of adults has been thought to not differ profusely from the education of children. And, although today several colleges and universities offer programs in adult education, the leadership for adult education programs are still derived from other areas of expertise (Liveright, 1968). This situation occurs because in those institutions in which adult education is recognized as a significant, albeit marginal function, leadership for the adult education role is usually generated from among those staff members performing one of the primary role functions of the institution. Often these staff members have no specific training in adult education. Furthermore, the primary role area of the institution is usually the only line open to staff members for career advancement.

Consequently, those persons performing in the area of adult education often do so for a temporary time period; and in the main, return to functions within the primary role of the institution (Verner, 1970). As a result the adult education program of an institution is staffed with untrained and part-time personnel.

This situation calls for not only better programs of training for adult educators, but an education of public school administrative personnel as to the need for hiring trained leaders and staff for the adult education program.

Goal Statement:

The goal of this section of the Adult Education Project was to identify, classify, and rank the knowledge, skills, and attitudes appropriate for directors of adult continuing education programs in New York State. This identification, classification, and ranking of the knowledges, skills, and attitudes will provide a source of criteria for the selection of curriculum at the graduated level of training of directors of adult continuing education programs. This goal assumed the following:

1. A set of knowledge, skill, and attitude elements exist, and the possession of these by a person increases the likelihood of that person being more capable of performing in the administrative role of director of adult continuing education.

2. A portion of these knowledge, skill, and attitude elements can be identified, stated in operational terms, and promoted through instruction.

Rationale

The procedures and methods proposed were based on assumptions included in role theory. Role theory includes several models and definitions useful for viewing, assessing, analyzing and improving task performance (Lipham and Hoeh, 1974). "Roles are the dynamic aspect of the positions, offices, and status within an institution and they define the behavior of the role incumbents" (Linton, 1934, p.14).

Roles are defined in the terms of role expectations. A role has certain obligations and responsibilities, termed "role expectations." When the role incumbent applies these obligations and responsibilities to his identified position or office he is said to be performing his role. The role expectations define for the incumbent, whoever he may be, what he should or should not do as long as he is the holder of a particular role (Campbell et,al. 1971).

Role definitions, expectations, obligations, and responsibilities derive from historical-legal sources, professional literature, and institutional policy. Through studies of the roles performed various role players in an institution 's listing. of functions, responsibilities, and the competencies needed to fulfill these roles are obtained. These listings provide a means for analyzing specific behavior within an organization and structure and for examining the fundamental knowledge, skill, and attitude elements required for specific positions (Lipham and Hoeh, 1974).

At this level of analysis it is sufficient to perceive of the role incumbents as actors devoid of personalities or other individualizing characteristics, and to assume that all incumbents were exactly alike and would implement a given role in exactly the same way. This analysis permits certain gross understandings and predications of behavior in an organization (Campbell et al., 1971).

Knowles (1962) uses role theory assumptions in his proposal for procedures of establishing graduate degree programs. These steps, as stated by Knowles, are:

1. Analyzing the functions required in the role of educational generalist and each kind of educational specialist;

2. Determining, through proper research procedures, the competencies required to perform each function;

3. Diagnosing the learnings (knowledges, understanding, skills, attitudes, interests, values) that make up each competency;

4. Formulating objectives in terms of behavioral changes to be sought in these learnings;

5. Planning a program of learning activities which will achieve these objectives according to a design that provides for continuity, sequence, and integration of learning.

Since the inception of competency-based teacher education, role theory assumptions and procedures have been employed to determine the knowledge, skill, and attitude elements to be included in competency-based teacher education programs. The Multi-State Consortia on Competency-Based Education has recommended that the knowledge, skill and attitude elements be derived from either a theoretical position regarding the role of teachers, or

from a systematic analysis of a teaching act (Houston and Howsam, 1972; Ganeles, 1974).

Using the steps outlined by Knowles (1962), the staff in the project analyzed the knowledge, skill, and attitude elements required of directors of adult continuing education. The staff employed the role analysis developed by Madry (1963). Given Madry's role description of the functions and responsibilities of directors of adult continuing education in public schools, determination and analysis of the knowledge, skill and attitude elements required to perform each function were made. By identifying, classifying, and ranking the knowledge, skill, and attitude elements appropriate for the director in public school adult continuing education, the product of this section of the project will provide a curricular source for development of a graduate degree program in administration of adult continuing education.

The classification of the knowledge, skill, and attitude elements was made through the use of a classification grid (Figure 1). This grid related the role functions of directors as described by Madry (1963), the domains of cognitive and affective learning (Bloom, 1956; Krathwohl, 1964), and the administrative performance processes as suggested by Johnson (1977). The grid was an adaptation of similar grids employed by previous researchers for classifying knowledge, skill, and attitude statements (Fenn, 1972; Mocker, 1974; Smith, 1977). Through the use of the classification grid the knowledge, skill, and attitude statements were categorized

according to their appropriate role, administrative process, and domain cells.

The three phases used on the administrative performance process coordinate of the grid were synthesized from several authors' listings of the processes occurring within the role of administration. Chart 1 displays the various listings and the categories into which these administrative steps were synthesized.

In order to facilitate the classification of the competency statements and to make the classification grid less cumbersome, Madry's twelve function areas were combined into eight areas. The sub-headings and responsibilities were subsumed under the new listing thus maintaining the integrity of Madry's work. (See Appendix A)

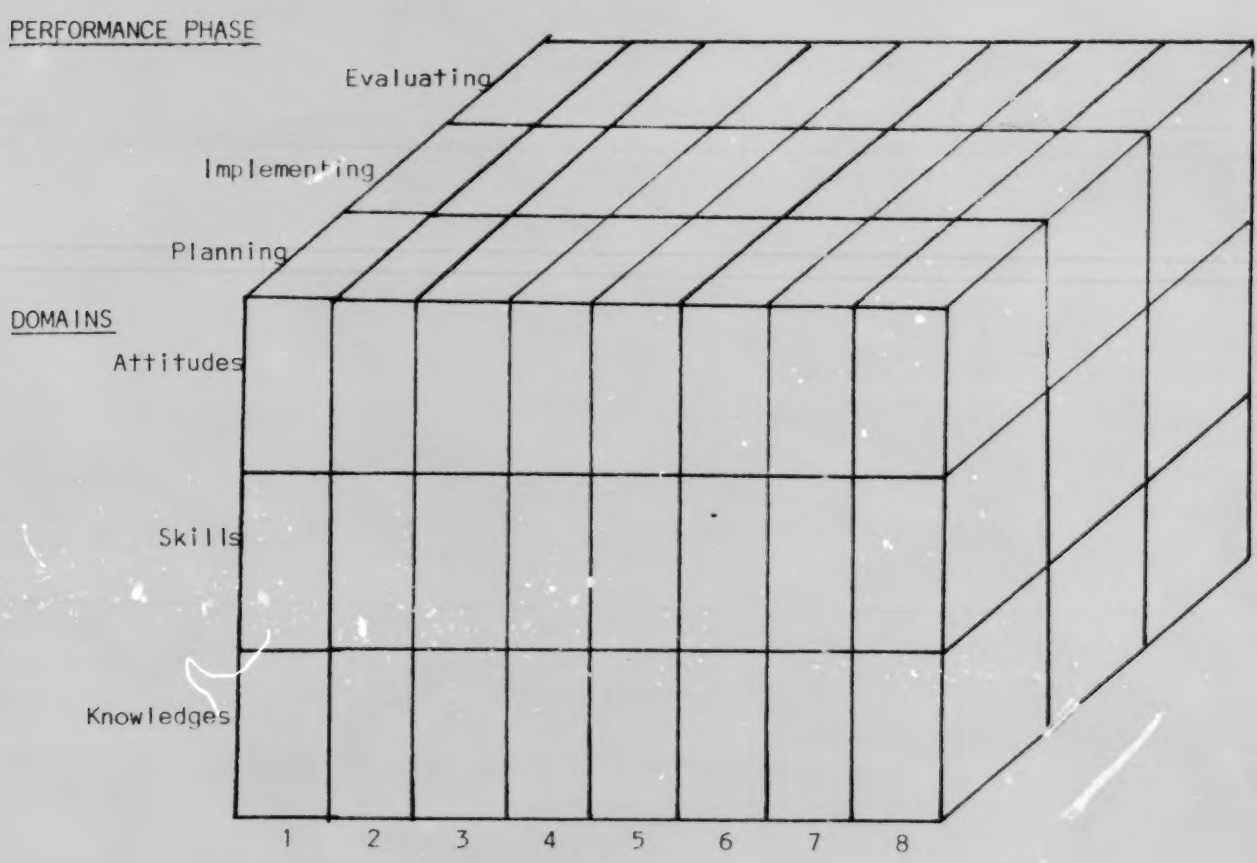
PROCEDURES

Phase I Identification and Recording

The objective of Phase I was to identify and record the knowledge, skill, and attitude statements appropriate to directors of adult continuing education. The identification of these elements was accomplished through a search of the literature, university and college program descriptions and outlines, and State Education Department reports. The major source of statements was listings of objectives, goals, and competency statements found in university and college course outlines for programs in administration, supervision, and/or directorship of adult continuing education. A file of 30

FIGURE 1

Classification Grid



Role Function Areas (Madry)

1. Organizational Structure and Business Management
2. Program Purposes, Planning, and Development
3. Instructional and Support Services
4. Program Evaluation
5. Student Personnel Services
6. Staff Personnel
7. School-Community Relations and Services
8. Research

CHART 1

Synthesis of Administrative Processes

Planning	Implementing	Evaluating	Johnson (1977)
Planning Organizing	Commanding Coordinating	Controlling	Fayol (1916)
Planning Organizing Budgeting	Staffing Directing Coordinating	Reporting	Gulick (1937)
Planning Organizing	Directing Coordinating	Controlling	Sears (1950)
Planning	Allocation Stimulation Coordination	Evaluating	AASA (1955)
Decision-making Planning Organizing	Communication Influencing Coordinating	Evaluating	Gregg (1957)
Identifying the Problem. Determining Solution Requirements and Alterna-tives. Selecting a Solution Strategy	Implementing the Solution Stragety.	Determining Performance Effectiveness	Kaufman (1970)

recorded programs in adult continuing education offered by colleges and universities in the United States was assembled, as well as the New York State Education Department, Division of Adult Education survey on personnel in Adult Education (1976), the University at Albany's proposed Competency Based Program in Administration and Supervision (1975), and the document compiled by the Committee on the Professionalization of Supervisors and Curriculum Workers, New York State Association for Supervision and Curriculum Development entitled, The Supervisor and Curriculum Worker: Commitment and Competence (1976). Statements of knowledge, skill, and/or attitude were extracted from these sources and recorded. Each statement identified was considered as a separate element.

Phase II Validation of Role Description

The identified statements were classified into categories according to their relationship to Madry's (1963) description of role functions and responsibilities for the adult continuing education director. Since Madry's study was based on a national sample, the role description derived from that study was validated as to its appropriateness and inclusiveness to the role of director of adult continuing education in New York State Public schools. This validation was accomplished through the use of a 12 member Advisory Committee - The minutes of the Advisory Committee can be found in Appendix B.

The Advisory Committee was selected using the following criteria: (1) experience at the teaching level of adult education, or (2) administrative experience at the director of adult con-

tinuing education level, or (3) experience at the State level in supervision and planning, or (4) university experience in adult education, administration, and/or research. To achieve a balance of members representing all criteria, the committee was composed of three persons from the New York State Education Department, Division of Adult Continuing Education, three persons presently teaching in adult education, and three persons on the staff of the University at Albany having expertise in Adult Education and/or Administration. (See appendix B)

The tasks of the committee were to (1) validate the Madry role description for the New York State Public School directors of adult continuing education, (2) classify the knowledge, skill, and attitude statements using the classification grid, and (3) validate the synthesis process. The committee met as a group to accomplish these tasks and was asked to arrive at final decision concerning these tasks through the use of a consensus vote. A consensus vote was defined as a 2/3 majority vote from each of the representative sub-groups comprising the jury.

The validation of Madry's role description was accomplished through the Committee's application of the following questions to the Madry description:

1. Is the Madry role function description appropriate to the role perceived for public school directors of adult continuing education in New York State?
2. Is the Madry role function description inclusive to the role perceived for public school directors of adult continuing education in New York State?

The role function description and any revisions, additions,

and corrections were considered valid upon a consensus vote. (See Appendix B for the names of the members on the Advisory Committee).

Phase III-Classification of Identified Statements

The identified and recorded statements of knowledge, skills, and attitudes pertinent to adult continuing education directors were classified by the Committee members. The identified statements were classified utilizing a three dimensional grid (see Figure 1) which related the validated role function description, the knowledge, skill, and attitude domains, and the administrative process components. The classification categories were considered appropriate upon a 2/3 consensus vote of the Committee.

Phase IV-Synthesis of Classified Statements

The statements classified by the Committee were reviewed, analyzed, and synthesized by the staff to eliminate redundant statements which appeared in the listing. Those classified statements found to have identical meaning were synthesized by the staff. The synthesis process used the model of predication developed by Dr. Joseph Bosco (Appendix C). An example of the proposed analysis and synthesis procedure is shown below.

Example: Synthesis

The director of adult and continuing education displays a (an)

A. Knowledge of the adult program; its new development and recent recommendations.

B. Understanding of the adult education programs, present development, and present plans.

In statement A the primary predication is "knowledge of." In statement B the primary predication is "understanding of."

There are two secondary predications in statement A: "new developments" and "recent recommendations." There are two secondary predications in statement B:"present development" and "present plans." The secondary predications of these two statements can be judged as equivalent, in that they both indicate a knowledge of the adult education program and its present and future aspects. In accordance with the above analysis, the two statements should be synthesized into one which states:

> The director of adult and continuing education displays a knowledge and understanding of the adult program, its recent developments, and its recent recommendations.

Phase V-Validation of Synthesized Statements

The synthesized listing of classified statements were submitted to the Committee for validation of the synthesizing procedure. The Committee was also asked to identify and classify additional statements not included in the original classification. These additional statements were synthesized where necessary. The 2/3 consensus vote was maintained for the synthesis validation procedure. (See Appendix D Classified Statements)

Phase VI-Development of Survey Instrument

An inventory instrument was developed for the purpose of rating the classified statements of knowledge, skill, and attitude. The instrument contained a listing of the classified statements and a Lickert scale ranging from 1-7, with 1 indicating a high priority statement and 7 indicating a low priority statement. Two additional categories were included to indicate statements which were ambiguous (9) and statements which are not relevant to the role of director (0). (See appendix D for copy of the inventory)

To arrive at an indication as to the priority given the knowledge, skill, and attitude statements as perceived by directors of adult continuing education programs in New York State, the survey instrument was administered to a randomized sample of 310 directors of Community College, BOCES, Public School Programs from a total identified population of 476 directors (SED 1976). The survey instrument was designed to ascertain demographic data including full or part-time job status of respondent, approximate income level of clients in programs, major source of funding for program, length of tenure in position, sex, age, certification area, and size of program. The selected sample population was followed up using standard survey methodology.

Phase VII-Ranking

Upon the return of the inventory instrument the data was

compiled and statistically analyzed to determine the relative ranking of the knowledge, skill, and attitude statements in each cell. Within each cell the mean and standard deviation of the cell was computed and a three tiered posting of the statement by cell was determined. The triad was "high need," "medium need," and "low need." The cut-off determination point for indicating "high need" was +1 standard deviation above the mean of the cell. Between $\pm$1 standard deviation of the mean in the cell was used to indicate "medium need," and -1 standard deviation below the mean of the cell was used to indicate "low need." The results of the ranking procedure were used to aid in the process of selecting curricular items for the training of adult continuing education directors in New York State.

Part II

Results and Conclusions

The main objective of Part II of this report is to present the data and activities leading to the obtaining of the data concerning the competencies selected for final inlusion in the master's degree program. The culmination of Part II is the categorization of the competencies into component groups.

Phase I - Distribution of Survey Instrument

With the completion of a validated listing of competencies pertinent to directors of adult continuing education program, (See Appendix D) the objective for phase I was the planning and distribution of the survey instrument.

The major activity for phase I was the development and implementation of a selection procedure to sample the population to be served by the degree speciality. In this activity the Directory of Public School Continuing Education Programs in New York State (S.E.D.) was utilized. An enumeration of the listed adult continuing education programs in New York State was completed on the Directory and a computerized table of random numbers was utilized to select a sample from the listed programs. The directory included both Public School-based adult programs, and BOCES sponsored programs. A sample of 270 directors was selected from a total identified population of 335. Directors of Two Year College continuing education programs were also sampled. A listing of such programs was obtained from the Two Year College center (SUNYA). The listing contained 40 programs. Directors of all 40 programs were sent a survey instru-

ment. Summation of the population sample is provided in Table I.

Table I

Sampling Information

Program Type	No. Identified	No. Surveyed	% Surveyed
1. Two Year College	40	40	100%
2. BOCES	45	15	34%
3. Public Schools	390	225	65%
TOTAL	475	310	65.3%

As shown in Table I, this is a total population sample of 310 directors which represents a 65.3% sample of the total population presently employed to be served by the intended degree.

Using general population sampling guidelines which recommend a 2-3 percent population sampling, this population sample is approximately 20-30 times greater than recommended standards. This was considered to be a more than adequate population sample of the total population.

The next activity in the sampling procedure was the forming of a letter to the directors of each type of program. A letter of information and request by both the Adult Education project and the Division of Continuing Education (S.E.D.) was included with the survey instrument.

The survey packets were assembled and mailed and procedures for accounting for returned data and follow-up procedures were developed.

Phase II - Completion of Data

The major goal of this phase was the completion of the data for

use in final decision making. A secondary goal of this phase was the setting of the broad parameter in respect to categories to facilitate a more finite computer analysis of returned data, as well as to refine the slotting process of competencies.

In order to implement the major goal of this phase, three district activities were developed and carried out. The activities ran concurrently with each other. Activity I was the writing and testing of a computer program designed to provide an analysis of returned data. Activity II was the monitoring of returns in order that follow-up procedures could be employed to insure maximum returns. Activity III was the codification of returned data in order for it to be fed into the computer program being developed in Activity I.

The product of Activity I was a computer program that would analyze the returned data and store it. The program was designed to provide the following:

1. Analysis item by item.
2. Ranking of items in slot categories.
3. Analysis of the demographic data.

The data derived in point I would be used in the decision making process for item inclusion as a competency. The data derived from point 2 above would be used in ranking within a category those items slotted into a category. The data from point 3 would provide a general description of those directors who responded to the items.

A key by-product of this activity is the storage of data which can be used in further study of possible changing perception of needs of directors in subsequent years.

The product of Activity II is presented in Table II below.

Table II

Number of Inventories Returned and Percentage

Type of Program	#Returned	% Returned
1. Two Year College	16	40%
2. BOCES	13	86.7%
3. Public School	111	43.5%
TOTAL	140	45.2%

Explanation of data presented in Table II.

The computer program designed to select the population sample yeilded an initial sample of 310 which represented a 65.3% sample of the generalized population to be served by the degree specialty. Of these 310, 140 were returned to the project. Ten of this 140 were not usable for inclusion in the data for the following reasons:

1. Three programs had not appointed directors at the time of receiving the survey.
2. Seven survey forms were incomplete, either in demographic or in the competency selections.

Therefore, of the 140 survey forms returned, 130 were tabulated. This gave an useable survey return of 41.9%, well in excess of the minimum guidelines for such sampling. It is the opinion of the staff that had the surveys distributed earlier in the year, a greater return rate might have been achieved. The surveys did not reach the field until the second week in June. This time period is within the normal year-end culminating activities for most adult programs. and additional paper work may have been an added annoyance to the sampled directors.

The secondary objective of this phase was to set broad parameters

to guide the slotting of accepted competencies. To implement this goal information from the literature search and the present degree parameter were examined to avoid a major conflict in present University policy.

The present M.S. program in Curriculum Planning and Development is a very flexible degree program having no required courses other than a concluding seminar. It has three broad paramet . They are:

Foundations, i.e. Phil., Soc., Psy.	6 hours
Curriculum, Instruction, Supervision	12 hours
Special Interest Area	12 hours

Within these broad parameter the advisor develops a student's program based on the needs and career interest of the student. A program planning form is displayed in Appendix. The staff agreed that these degree parameter offered no complications and would be the broad parameter into which we would begin slotting of competencies. The product of this activity is shown in Table III.

Table III

Area	# of Competencies
Foundations	14
C & I	72
Speciality	131

Phase III - Completion of Program

The major objective of this phase was the completion of the program. To achieve this objective the following activities were developed and implemented.

1. The final run of the needs assessment inventory computer program.
2. The division of the three program areas into components.
3. The final slotting of competencies into components.

The activities were run concurrently.

Activity I Computer Run of Needs Assessment and Analysis.

The computer program designed in Phase II of this project was run in accordance to the criteria stated previously.

The data displayed in Table IV is organized into five columns. Column I is the number of the item as it appears in the survey instrument. Column 2 is the number of the competency to which this item supplies data. Column 3 is the mean ($\bar{X}$) of the responses on a possible 1-7 numerical spread in response to the question, "ARE" you able to do this. Column 4 is the mean ($\bar{X}_Y$) of the responses on a possible 1-7 numerical spread in response to the question, "SHOULD" directors of adult education program be able to do this. Column 5 presents the numerical "NEED" expressed as a arithmetic computation of the difference between the mean of "CAN" and the mean of "SHOULD" and is displayed in negative and positive designation. A positive number expresses those statements having high degree of "NEED". Negative numbers indicate low "NEED".

TABLE IV

Means & Calculated Need Factors for Competencies

INVENTORY ITEM #	COMPETENCY NUMBER	ARE ABLE TO ($\bar{X}$)	SHOULD ($\bar{X}_1$) BE ABLE TO	NEED ($\bar{X}-\bar{X}_1$)
1	0.1.1.	5.88	5.56	-.22
2	0.1.2.	5.88	5.42	-.46
3	0.1.3.	5.96	6.06	.10
4	0.1.4	6.32	6.73	-.41
5	0.1.5.	5.72	6.26	.52
6	0.1.6.	6.15	6.56	.41
7	0.1.7.	5.66	6.24	.58
8	0.1.8.	6.26	6.65	.39
9	0.1.9.	6.53	6.77	.24
10	0.2.1.	6.21	6.42	.21
11	0.2.2.	5.74	6.42	.89
12	0.2.3.	5.91	6.24	.33
13	0.2.4.	5.66	6.08	.42
14	0.2.5.	6.15	6.24	.51
15	0.2.6.	5.91	6.31	.40
16	0.1.7.	5.72	5.94	.20
17	0.2.8.	5.56	6.19	.63
18	0.2.9.	6.15	5.90	.38
19	0.3.1.	5.81	6.44	.63
20	0.3.2.	5.12	5.85	.73
21	0.3.3.	5.79	5.77	-.02
22	1.1.1.	5.82	6.38	.56
23	1.1.2.	5.07	5.69	.62
24	1.1.3.	4.72	5.18	.46
25	1.1.4.	3.50	3.81	.15
26	1.1.5.	6.03	6.53	.50
27	1.1.6.	6.00	5.98	-.02
28	1.1.7.	6.21	6.34	.13
29	1.1.8.	6.04	6.53	.49
30	1.1.10.	5.72	6.31	.59
31	1.1.9.	5.66	6.19	.53
32	1.1.11.	5.90	6.39	.49
33	1.1.12.	5.78	6.18	.40
34	1.1.13.	4.63	6.21	1.58
35	1.1.14.	5.60	5.69	.09
36	1.1.15.	5.54	3.72	1.82
37	1.1.16	5.72	6.29	.57
38	1.1.17.	5.51	5.81	.30
39	1.1.18.	5.74	6.10	.36
40	1.2.1.	6.22	6.27	.05
41	1.2.2.	5.99	6.19	.20
42	1.2.3.	6.10	6.11	.01
43	1.2.4.	6.25	5.69	-.56
44	1.2.5.	5.85	4.37	-1.48
45	1.2.6.	6.01	5.87	-.14
46	1.2.7.	4.69	4.00	-.69
47	1.2.8.	5.99	5.13	-.76
48	1.2.9.	4.46	5.61	1.15
49	1.2.10.	5.99	5.44	-.55
50	1.2.11.	5.04	5.08	.04

Table IV cont'd

INVENTORY ITEM #	COMPETENCY NUMBER	ARE ABLE TO ($\bar{X}$)	SHOULD ($\bar{X}_1$) BE ABLE TO	NEED ($\bar{X}-\bar{X}_1$)
51	1.2.12.	5.79	6.10	.31
52	1.2.13.	6.25	5.93	-.32
53	1.2.14.	6.24	6.63	.39
54	1.2.15.	5.99	5.31	-.68
55	1.2.16.	6.06	6.44	.38
56	1.3.1.	5.63	6.18	.55
57	1.3.2.	5.19	5.64	.45
58	1.3.3.	5.62	5.94	.32
59	1.3.4.	5.48	3.87	-1.61
60	2.1.1.	4.47	4.38	-.09
61	2.1.2.	5.07	5.92	.85
62	2.1.3.	5.16	6.10	.94
63	2.1.4.	5.03	5.92	.89
64	2.1.5.	2.00	.00	-2.00
65	2.1.6.	3.46	3.17	-.29
66	2.1.7.	4.94	4.87	-.07
67	2.1.8.	2.00	2.00	.00
68	2.1.9.	5.12	6.08	.96
69	2.1.10.	5.66	5.18	-.48
70	2.1.11.	5.24	4.82	-.42
71	2.1.12.	5.38	5.85	.47
72	2.1.13.	5.43	4.90	-.53
73	2.1.14.	5.15	4.93	-.21
74	2.2.1.	5.07	5.80	.73
75	2.2.2.	5.49	5.48	.01
76	2.2.3.	5.38	5.39	-.01
77	2.2.4.	5.46	5.65	.15
78	2.2.5.	6.21	6.02	-.19
79	2.3.1.	5.81	6.08	.27
80	2.3.2.	5.60	6.27	.07
81	2.3.3.	5.60	6.06	.46
82	2.3.4.	5.94	6.23	.29
83	2.3.5.	5.85	6.37	.52
84	3.1.1.	5.96	6.55	.59
85	3.1.2.	6.31	6.55	.24
86	3.1.3.	5.82	6.11	.29
87	3.1.4.	5.81	6.11	.30
88	3.1.5.	6.22	6.08	-.14
89	3.1.6.	5.84	6.05	.21
90	3.1.7.	5.97	5.37	-.40
91	3.1.8.	5.72	5.87	.15
92	3.1.9.	5.26	5.51	.25
93	3.1.10.	5.48	5.15	-.33
94	3.1.11	5.53	5.69	.16
95	3.1.12.	5.40	4.36	-.04
96	3.1.13.	5.19	5.28	.09
97	3.1.14	5.34	5.82	.48
98	3.2.1.	5.29	5.29	.00
99	3.2.2.	6.35	6.42	.07
100	3.2.3.	5.75	5.95	.20
101	3.2.4.	5.96	5.25	-.71
102	3.2.5.	5.84	5.85	.01

Table IV cont'd

INVENTORY ITEM #	COMPETENCY NUMBER	ARE ABLE TO ($\bar{X}$)	SHOULD ($\bar{X}_1$) BE ABLE TO	NEED ($\bar{X}-\bar{X}_1$)
103	3.2.6.	5.79	5.94	.15
104	3.2.7.	6.00	6.11	.11
105	3.2.8.	5.38	5.56	.18
106	3.2.9.	5.49	5.74	.25
107	3.2.10.	5.62	6.10	.48
108	3.2.11.	5.82	6.05	.23
109	3.2.12.	5.53	5.98	.45
110	3.2.13.	5.41	5.18	-.23
111	3.3.1.	5.06	5.32	.26
113	4.1.1.	5.72	4.70	-1.02
114	4.1.2.	5.56	5.61	.05
115	4.2.1.	5.91	5.63	-.28
116	4.3.1.	5.56	5.44	-.12
117	4.3.2.	5.24	5.60	.36
118	4.3.3.	5.43	6.11	.68
119	4.3.4.	5.35	6.02	.67
120	5.1.1.	5.60	5.90	.30
121	5.1.2.	5.24	5.15	-.09
122	5.1.3.	5.78	6.10	.32
123	5.1.4.	6.06	6.55	.49
124	5.1.5.	5.34	5.54	.20
125	5.1.6.	4.87	5.58	-.29
126	5.1.7.	5.09	5.45	.36
127	5.2.1.	5.31	5.50	.19
128	5.2.1.	5.54	5.80	.26
129	5.2.3.	4.90	5.28	.38
130	5.2.4.	5.18	5.95	.77
131	5.2.5.	4.99	5.44	.45
132	5.2.6.	5.74	5.92	.18
133	5.2.7.	5.59	5.67	.08
134	5.2.8	5.79	5.33	-.46
135	5.3.1.	6.49	6.51	.02
136	5.3.2.	5.50	5.64	.14
137	6.1.1.	5.26	5.67	.51
138	6.1.2.	5.96	5.89	-.07
139	6.1.3.	5.62	5.17	-.45
140	6.1.4.	5.47	5.29	-.16
141	6.1.5.	5.71	4.90	.19
142	6.2.1.	5.54	5.90	.36
143	6.2.2.	6.11	6.26	.15
144	6.2.3.	2.00	.00	-2.00
145	6.2.4.	3.46	3.17	-.29
146	6.2.5.	4.94	4.87	-.07
147	6.2.6.	3.00	3.00	.00
148	6.2.7.	5.75	5.74	-.01
149	6.2.8.	5.82	5.84	.02
150	6.2.9.	5.21	5.41	2.20
151	6.2.10.	5.51	5.85	.34
152	6.2.11.	4.62	5.50	-.12

Table IV cont'd

INVENTORY ITEM #	COMPETENCY NUMBER	ARE ABLE TO ($\bar{X}$)	SHOULD ($\bar{X}_1$) BE ABLE TO	NEED ($\bar{X}-\bar{X}_1$)
153	6.3.1.	5.46	6.03	.57
154	6.3.2.	5.91	5.87	-.04
155	6.3.3.	5.15	5.07	-.08
156	6.3.4.	5.52	4.64	.12
157	7.1.1.	6.43	6.23	-.20
158	7.1.2.	5.93	6.18	.25
159	7.1.3.	5.97	5.75	-.22
160	7.1.4.	4.93	4.86	-.07
161	7.1.5.	5.50	5.57	.07
162	7.1.6.	5.65	6.41	.76
163	7.1.7.	5.85	6.26	.41
164	7.1.8.	5.85	6.65	.80
165	7.1.9.	5.29	5.87	.58
166	7.2.1.	5.47	6.10	.63
167	7.2.2.	5.97	5.95	-.02
168	7.2.3.	5.78	6.19	.41
169	7.2.4.	5.46	6.26	.80
170	7.2.5.	5.79	6.63	.84
171	7.3.1.	5.34	6.18	.84
172	8.1.1.	5.38	5.59	.21
173	8.2.1.	5.75	5.97	.22
174	8.2.2.	5.71	6.00	.29

The data displayed in Table IV above shows that of 174 identified and classified competencies, 49 competencies received a negative number (28.2%). Basically, the respondents perceived themselves as having no need for these competencies. A key element in this perception is that some of the directors surveyed filled in the open-ended section which asked them to "please identify any other abilities which you feel should be included." This lends support to the assumption that the competencies listed were a rather complete set.

The data displayed in Table V is organized into five columns. Column 1 is entitled "Role Category" and represents the nine categories into which the competencies have been slotted in respect to the role of the director. For example, Category 0.0 represents the category "Personal Traits" (See Appendix for a listing of the competencies). Column 2 displays the mean ($\bar{X}$) of all the competency statements slotted into this classification category in respect to the directors' responses to "can you presently do this." Column 3 displays the mean ($\bar{X}$) of all the competency statements slotted into this classification category in respect to the directors' responses to "should directors be able to do this." Column 4 displays the overall need of all the competency statements slotted into this classified category. Column 5 displays the relative ranking given the categories on the basis of need.

Table V

Ranking of "Need" by Classified Role Category

Role Category	Mean ($\bar{X}$) "Can"	Mean ($\bar{X}$) "Should"	Need ($\bar{X}$)-($\bar{X}$)	Ranking
0.0	5.91	6.19	.28	2
1.0	5.63	5.71	.08	6
2.0	5.03	5.14	.11	5
3.0	5.66	5.74	.08	7
4.0	5.54	5.59	.05	8
5.0	5.47	5.72	.25	3
6.0	5.05	5.00	-.05	9
7.0	5.68	6.07	.39	1
8.0	5.61	5.85	.24	4

The data displayed above in Table V shows that the directors' expressed the highest need for classified category 7.0 "School - Community Relations and Services," and the lowest need for the category having competencies relating to "Staff Personnel." The observation that all classified areas, with the exception of one, received an indication of need gives credence to the literature from which the competency statements were extracted, since the literature has repeatedly expressed the need for administrators and directors to have more knowledge of their community and its activities. It is also interesting that the directors indicate category Z "Personal Traits" to be the second highest "need" since these are the most transcient of the competency statements to teach and train for and are usually overlooked in most degree programs.

The data displayed in the next nine tables represents the within classified role category analysis. The data from both the "can" responses and the "should responses have been totaled to give an indication of the degree of importance each competency has to the field. All the competencies slotted in a particular role category were analyzed in respect to each other to indicate to the curriculum planner, and later to the teacher, a relative importance in respect to perceived degree of need of each competency within a role category. The data displayed in the following nine tables is not commented upon in this report because the display of relative importance is all that was sought.

The tables are organized into five columns. Column 1 represents the inventory item number. Column 2 represents the role category classification and competency number. Column 3 is the ranking of the item be relative need. Column 4 is the total mean $\bar{X}$ of both survey forms ("can and should"). Column 5 is the standard deviation of the responses from the mean.

Table VI Role Category 0.0 Personal Traits

Category Mean Total and Relative Ranking of Need

1 Inv. No.	2 Comp. No.	3 Rank No.	4 Mean $\Sigma \bar{X} \div \bar{X}_1$	5 σ
1	0.1.1	19	5.73	-1
2	2	20	5.66	-1
3	3	12	6.01	0
4	4	2	6.52	+1
5	5	13	5.98	0
6	6	4	6.35	+1
7	7	14	5.94	0
8	8	3	6.45	+1
9	9	1	6.65	+1
10	0.2.1	5	6.31	0
11	0.2.2	10	6.06	0
12	3	9	6.07	0
13	4	16	5.86	0
14	5	6	6.19	0
15	6	8	6.10	0
16	7	17	5.82	0
17	8	15	5.86	0
18	9	11	6.03	0
19	0.3.1	7	6.11	0
20	2	21	5.47	0
21	3	18	5.78	0

Table VII Role Category 1.0 Organizational Structure & Business Management

Category Mean Total and Relative Ranking of Need

1 Inv. No.	2 Comp. No.	3 Rank No.	4 Mean $\Sigma \bar{X} + \bar{X}_1$	5 σ
22	1.1.1	10	6.09	0
23	2	30	5.37	0
24	3	34	4.94	-1
25	4	38	3.65	-1
26	5	4	6.27	0
27	6	14	5.99	0
28	7	3	6.27	+1
29	8	2	6.28	+1
30	10	12	6.00	0
31	9	19	5.92	0
32	11	7	6.13	0
33	12	16	5.97	0
34	13	29	5.39	0
35	14	26	5.65	0
36	15	36	5.70	0
37	16	13	5.99	0
38	17	25	5.65	0
39	18	20	5.91	0
40	1.2.1	5	6.25	0
41	2	11	6.08	0
42	3	8	6.11	0
43	4	15	5.98	0
44	5	31	5.16	0

(continued)

Table VII (continued)

Category Mean Total and Relative Ranking of Need

1	2	3	4	5
Inv. No.	Comp. No.	Rank No.	Mean $\sum \bar{X} + \bar{X}_t$	σ
45	1.2.6	17	5.95	0
46	7	37	4.37	-1
47	8	27	5.57	0
48	9	33	5.00	-1
49	10	23	5.73	0
50	11	32	5.06	-1
51	12	18	5.94	0
52	13	9	6.10	0
53	14	1	6.42	0
54	15	24	5.66	0
55	16	6	6.24	0
56	1.3.1	21	5.89	0
57	2	28	5.40	0
58	3	22	5.77	0
59	4	35	4.75	-1

Table VIII Role Category 2.0 Program Philosophy, Purposes, Planning & Development

Category Mean Total and Relative Ranking of Need

1 Inv. No.	2 Comp. No.	3 Rank No.	4 Mean $\Sigma \bar{x} + \bar{x}_t$	5 σ
60	2.1.1	21	4.48	0
61	2	12	5.48	0
62	3	7	5.61	0
63	4	13	5.46	0
64	5	23	2.00	-1
65	6	22	3.32	-1
66	7	20	4.91	0
67	8	24	2.00	-1
68	9	9	5.58	0
69	10	14	5.43	0
70	11	19	5.04	0
71	12	8	5.61	0
72	13	17	5.18	0
73	14	18	5.05	0
74	2.2.1	15	5.42	0
75	2	11	5.48	0
76	3	16	5.38	0
77	4	10	5.55	0
78	5	1	6.12	0
79	2.3.1	4	5.94	0
80	2	5	5.92	0
81	3	6	5.82	0
82	4	3	6.08	0
83	5	2	6.10	0

Table IX Role Category 3.0 Instructional & Support Services

Category Mean Total and Relative Ranking of Need

1 Inv. No.	2 Comp. No.	3 Rank No.	4 Mean $\Sigma \bar{X} + \bar{X}_+$	5 σ
84	3.1.1	3	6.24	+1
85	2	1	6.42	+1
86	3	6	5.90	0
87	4	7	5.95	0
88	5	4	6.15	+1
89	6	8	5.94	0
90	7	16	5.68	0
91	8	14	5.79	0
92	9	22	5.38	0
93	10	23	5.32	-1
94	11	18	5.61	0
95	12	29	4.91	-1
96	13	26	5.23	-1
97	14	20	5.57	0
98	3.2.1	25	5.29	-1
99	2	2	6.38	+1
100	3	13	5.84	0
101	4	17	5.63	0
102	5	12	5.85	0
103	6	10	5.86	0
104	7	5	6.05	0
105	8	21	5.47	0
106	9	19	5.60	0

(continued)

Table IX (continued)

Category Mean Total and Relative Ranking of Need

1 Inv. No.	2 Comp. No.	3 Rank No.	4 Mean $\Sigma \bar{x} + \bar{x}_i$	5 σ
107	10	11	5.85	0
108	11	9	5.93	0
109	3.2.12	15	5.75	0
110	13	24	5.30	-1
111	14	28	5.15	-1
112	3.3.1	27	5.18	-1

Table X Role Category 4.0 Program Evaluation

Category Mean Total and Relative Ranking of Need

1 Inv. No.	2 Comp. No.	3 Rank No.	4 Mean $\Sigma \bar{X} + \bar{X}$,	5 σ
113	4.1.1	7	5.24	-1
114	2	4	5.58	0
115	4.2.1	1	5.78	+1
116	4.3.2	5	5.50	0
117	4.3.2	6	5.41	0
118	3	2	5.75	+1
119	4	3	5.67	0

Table XI Role Category 5.0 Student Personnel Services

Category Mean Total and Relative Ranking of Need

1 Inv. No.	2 Comp. No.	3 Rank No.	4 Mean $\Sigma \bar{Y} + \bar{Y}_t$	5 σ
120	5.1.1	5	5.75	0
121	2	16	5.19	-1
122	3	3	5.93	0
123	4	2	6.29	+1
124	5	11	5.43	0
125	6	14	5.20	-1
126	7	13	5.26	0
127	5.2.1	12	5.40	0
128	2	6	5.67	0
129	3	17	5.08	0
130	4	10	5.55	0
131	5	15	5.20	-1
132	6	4	5.82	0
133	7	7	5.63	0
134	8	8	5.58	0
135	5.3.1	1	6.50	+1
136	2	9	5.57	0

Table XII Role Category 6.0 Staff Personnel

Category Mean Total and Relative Ranking of Need

1 Inv. No.	2 Comp. No.	3 Rank No.	4 Mean $\Sigma \bar{X} + \bar{Y}_1$	5 σ
137	6.1.1	9	5.46	0
138	2	2	5.92	0
139	3	10	5.41	0
140	4	11	5.39	0
141	5	17	4.80	0
142	6.2.1	7	5.71	0
143	2	1	6.18	+1
144	3	20	2.00	-1
145	4	18	3.32	-1
146	5	16	4.91	0
147	6	19	3.00	-1
148	7	5	5.74	0
149	8	4	5.83	0
150	9	12	5.31	0
151	10	8	5.67	0
152	11	15	5.04	0
153	6.3.1	6	5.73	0
154	2	3	5.89	0
155	3	14	5.11	0
156	4	13	5.11	0

Table XIII Role Category 7.0 School-Community Relations/ Services

Category Mean Total and Relative Ranking of Need

1 Inv. No.	2 Comp. No.	3 Rank No.	4 Mean $\Sigma \bar{X} + X_t$	5 σ
157	7.1.1	1	6.33	+1
158	2	5	6.05	0
159	3	9	5.87	0
160	4	15	4.90	-1
161	5	14	5.53	0
162	6	6	6.01	0
163	7	4	6.05	0
164	8	2	6.23	0
165	9	13	5.57	+1
166	7.2.1	11	5.77	0
167	2	8	5.96	0
168	3	7	5.98	0
169	4	10	5.84	0
170	5	3	6.19	0
171	7.3.1	12	5.74	0

Table XIV Role Category 8.0 Research

Category Mean Total and Relative Ranking of Need

1 Inv. No.	2 Comp. No.	3 Rank No.	4 Mean $\Sigma \bar{X} + \bar{X}_i$	5 σ
172	8.1.1	3	5.48	-1
173	8.2.1	1	5.85	0
174	8.2.2	2	5.85	0

The data presented in the next two tables is the demographic data. Two major demographic categories, personal information and program information were established for the inventory. Within each category further descriptions were listed. This is data presented for sample description.

The data developed in Table XV describes the personal data of the respondents. Column 1 is the descriptors, Column 2 is the total number of respondents who classified themselves in that description, and Column 3 displays the percentage represented by that total.

Table XV

Personal Data

Descriptor	Number	%
I. Sex		
1. Male	115	88.5
2. Female	15	11.5
TOTAL	130	100%
II. Position Title		
1. Director/Dean	117	90.0
2. Ass't Director	3	2.3
3. Ass't Sup't	1	0.8
4. Sup't	3	2.3
5. Principal	6	4.6
TOTAL	130	100%
III. Job Status		
1. Full time	42	32.3
2. Part Time	88	67.7
TOTAL	130	100%

Table XV (continued)

Descriptor		Number	%
IV.	Age		
	1. 20-30	2	1.5
	2. 31-40	44	33.8
	3. 41-50	36	27.7
	4. 51-60	40	30.8
	5. 61-70	8	6.2
	TOTAL	130	100%
V.	Length of Time in Position		
	1. 1-5 years	60	9.3
	2. 6-10 years	44	33.8
	3. 11-15 years	16	12.3
	4. 16-20 years	5	3.8
	5. 21+ years	5	3.9
	TOTAL	130	100%
VI.	Highest Degree Held		
	1. Bachelors	12	9.3
	2. Masters	110	84.6
	3. Doctorate	6	4.6
	4. Other	2	1.5
	TOTAL	130	100%
VII.	Credit Hours in Adult Education		
	1. None	72	55.4
	2. 1-6 hours	28	21.6
	3. 7-12 hours	12	9.2
	4. 13-18 hours	16	12.3
	5. Degree in A.E.	2	1.5
	TOTAL	130	100%

Table XV (continued)

Descriptor VIII. Certification Area	Number	%
1. Elementary	12	9.3
2. Secondary	53	40.8
3. Both	40	30.7
4. Other	25	19.2
TOTAL	130	100%

The data in Table XV indicates the sample selected was quite typical as described by the literature in the field of adult education. There is a preponderance of males in the position of director and most hold the position of director of continuing education on a part-time basis. The data on age indicates those persons who are probably holding the position as a means of obtaining extra money during the middle years of their family's growth when extra monies are needed. The data also indicates that there is a fairly high rate of turnover in the position for most respondents indicates they have had the position less than 5 years with 1-10 years being the highest response for all respondents. This verifies the literature which stresses the fact that most directors move into other positions of administration after a short time as director. The tentativeness of the position is also expressed by the data concerning credit hours in adult education. More than 75% of the respondents had taken less than 6 hours in this area. In the area of certification the descriptor category for other indicated those who were administering continuing education programs at the two year college level, although two respondents in the public school sector indicated having no certification area.

The data in Table XVI displays the program data for which the respondents administer. Column 1 is the descriptor, column 2 is the total number of respondents, and colums 3 displays the percentage represented by that total.

Table XVI

Program Data

Descriptor	Number	%
I. Size of Program (students)		
1. 1-100	20	15.4
2. 101-200	13	10.0
3. 201-300	8	6.2
4. 301-400	12	9.2
5. 401 +	77	59.2
TOTAL	130	100%
II. Major Source of Funding		
1. LEA (Local)	85	65.4
2. SED (State)	29	22.3
3. VEA (Vocational)	10	7.7
4. Other	6	4.6
TOTAL	130	100%
III. Type of Program in Which Largest Number of Students are Enrolled.		
1. ABE/GED	19	14.6
2. Avocational	79	60.8
3. Vocational	28	21.5
4. College Prep.	4	3.1
	130	100%

Table XVI (continued)

Descriptor		Number	%
IV.	Approximate Income Level of Clients Served		
	1. $2,000-5,000	9	6.9
	2. 5,000-8,000	21	16.1
	3. 8,000-11,000	51	39.3
	4. 11,000-15,000	35	26.9
	5. 15,000 +	14	10.8
	TOTAL	130	100%
V.	Distribution of Respondents		
	1. BOCES	13	15.4
	2. Public School	105	75.4
	3. Two Year College	12	9.2
	TOTAL	130	100%

The data in Table XVI indicates that the majority of programs administered by the respondents are avocational in nature, with most programs being quite large (400 +). The funding for these programs derive from local school budgets and student fees. The data which describes the income level of clients indicates that most clients are middle class and are attending continuing education classes to further skills to be used in leisure time activities.

In summary, the data generated in Activity 1 provides the staff with sound data concerning the reasonableness of the data as well as to directions in slotting and evolving competencies to be included in the program. In addition to this the staff has a permanent data base for continued study in this area.

Activity 2 ran concurrently with activity 1 and staff members examined existing University policy and program regulations so that the most efficient division of the three broad program areas could be accomplished. There are three primary building blocks used in guiding the development of this program. They are: 1) a research list of discrete competencies, 2) a conceptualization of the well prepared director of adult continuing education, and 3) an existing program in Curriculum Planning and Development. The product of this activity is found in Chart II on page 48. The Components (courses) of the program emerged from the application of a "concept attainment" technique which analyzed each competency statement and then placed together those which were related. Each component was then given an appropriate title, and major institutional areas were identified. At the same time content and statistical analysis was done on each competency statement to provide a relative indication of need for each competency within the component. That is, what does the competency under examination intend for the person who must master it and how important is the competency in the opinion of the field personnel. The product of this activity is reproduced in Chart III on page 50 entitled Index of Competencies by Component Title.

Listing of Components by Program
CHART II

PROGRAM TITLE: M.A. in Curriculum Planning and Development - Administration of Adult Programs

Program Areas	Code	Catalog No.	Hours	Component Title
Foundations, 6 hours	A.E. 11.000	E. C + I 545	3	Foundations of Continuing and Adult Education.
	A.E. 02.000	E. Psy 502	3	Psychology of the Adult.
Specialization in Adult Education C+I, 12 hours	A.E. 13.000	E. C + I 547	3	Curriculum & Program Planning in A.E.
	A.E. 14.000	E. C + I 673	3	Curriculum - Instructional Evaluation.
	A.E. 15.000	E. C + I 670	3	Instructional Supervision.
	A.E. 16.000	E. C + I 681	3	Seminar in Adult Education.

(continued)

Listing of Components by Program - (continued)
CHART II

PROGRAM TITLE: M.A. in Curriculum Planning and Development - Administration of Adult Programs

Program Areas	Code	Catalog No.	Hours	Component Title
Special Interest, Administration, 12 hours	A.E. 17.000	E. Adm. 673	3	Personnel Administration in Public Schools.
	A.E. 18.000	E. Adm. 640	3	Administrative Organization, Problems and Procedures in Adult & Continuing Education.
	A.E. 19.000	E. Adm. 632	3	Business Management in Public Schools.
	A.E. 20.000	E. Adm. 672	3	Educational Public Relations.
		(OR)		
	A.E. 21.000	E. CPS 628	(3)	Organization and Conduct of Pupil Personnel Services and Programs.

Chart III

Masters Degree Program -

Administration of Adult Education

Index of Competencies by

Component Title

Masters Degree Program/Administrator of Adult Education

AREA: FOUNDATIONAL COURSEWORK A.E. 1.000

COURSE: EC + I 545 Foundations of Continuing and Adult Education

Inv. #	Comp #	Need	Statement
1.	0.1.1 (a)	-.22	Belief in the inter-dependence of people.
2.	0.1.2 (k)	-.46	Awareness of the democratic aspiration and the humanistic traditions.
5.	0.1.5 (a)	.52	Understanding of himself so as to understand the interaction that his prejudices and values have upon his own judgments and actions.
8.	0.1.8 (a)	.39	Demonstrates a strong commitment to adult education.
9.	0.1.9 (a)	.24	Demonstrates a commitment for continuous learning.
61.	2.1.2 (k)	.85	Understanding of the philosophical, historical, and legal foundations and structure of American adult education.
65.	2.1.6 (k)	-.29	Understanding of the purpose and objectives of the American public school system.
66.	2.1.7 (k)	-.07	Understanding of the scientific basis of our culture and the role of technology in our society.
68.	2.1.9 (k)	+.96	Understanding of the national/international scene and current issues.
69.	2.1.10 (k)	-.48	Understanding of economic principles and current issues of the U.S.
160.	7.1.4 (k)	-.07	Knowledge of the social structure and character of the community.

Masters Degree Program/Administrator of Adult Education

A.E. 02.000

COURSE: EPSY 502 Psychology of the Adult

Inv. #	Comp #	Need	Statement
63.	2.1.4 (k)	.89	Knowledge of adult psychology and learning theory with emphasis on the education of adult students.
70.	2.1.11 (s)	-.42	Ability to apply adult learning theory to the process of program development.
103.	3.2.6 (s)	.15	Ability to reinforce positive teacher attitudes toward adult learning.

Masters Degree Program/Administrator of Adult Education

AREA: CURRICULUM AND INSTRUCTION COURSEWORK

COURSE: EC + I 547 Curriculum and Program Planning in Adult Education
A.E. 13.000

Inv. #	Comp #	Need	Statement
30.	1.1.10 (s)	.59	Ability to interpret the status, needs, problems, policies, and plans of the school district as they relate to the adult continuing education program.
23.	1.1.2 (k)	.62	Understanding of the aims, objectives, program methods, materials, organizational structure, and major issues and recent recommendations in the field of adult education in the United States.
28.	1.1.7 (s)	.13	Ability to identify with school board policy and its relationship to the adult education program.
57.	1.3.2 (a)	.45	Willingness to study the impace of legislative and critic's proposals concerning adult education.
61.	2.1.2 (s)	.85	Ability to develop co-operative programs for utilizing community agency information within the adult education program.
62.	2.1.3 (s)	.94	Ability to develop clear and measurable adult education program and learning objectives.
67.	2.1.8 (s)	.00	Ability to identify available resource personnel and services for the design of curricula
71.	2.1.12 (a)	.47	Willingness to read and study curriculum materials and related publications.
72.	2.1.13 (k)	-.53	Understanding of the importance of planning and problem solving procedures in curriculum development.
73.	2.1.14 (s)	-.21	Ability to differentiate between curriculum and instruction when selecting curricula and developing instructional plans.
75.	2.2.2 (s)	-.01	Ability to encourage and stimulate co-operative planning.

Masters Degree Program/Administrator of Adult Education

COURSE: EC + I 547 Curriculum and Program Planning in Adult Education (continued)

Inv. #	Comp #	Need	Statement
77.	2.2.4 (s)	.15	Skill in determining objectives, and initiating, directing, and evaluating activities for the accomplishment of the objectives.
83.	2.3.5 (a)	.52	Willingness to review new instructional resources for adult education.
85.	3.1.2 (k)	.24	Understanding of and ability to account for the physical needs of the learning process.
88.	3.1.5 (s)	-.14	Ability to utilize consultants and specialists in solving educational problems involving the adult education program.
93.	3.1.10 (k)	-.33	Understanding of the methods of teaching and teaching aids in general and their application to adult continuing education.
94.	3.1.11 (s)	.16	Ability to arrange for speakers, panels, and groups to participate in adult education program events.
98.	3.2.1 (s)	.00	Ability to conduct curriculum change and improvement programs with the staff.
105.	3.2.8 (s)	.18	Ability to arrange and procure instructional resources for adult continuing education teache
126.	5.2.7 (s)	.36	Ability to assist adult learners in developing a positive self-concept by designing success opportunities for each learner.
160.	7.1.4 (k)	-.07	Knowledge of the social structure and character of the community.
161.	7.1.5 (s)	.07	Ability to plan for special community adult education program events.
163.	7.1.7 (sa)	.41	Ability and willingness to organize a citizen advisory committee, and to co-operate with them in the study and solution of adult education related problems.
170.	7.2.5 (s)	.84	Ability to serve as district representative on adult continuing education regional planning groups.
171.	7.3.1 (s)	.84	Ability to gather and interpret pertinent data and information about the community.

Masters Degree Program/Administrator of Adult Education

COURSE: EC + I 673 Curricular - Instructional Evaluation A.E. 14.000

Inv. #	Comp #	Need	Statement
53.	1.2.14 (s)	.39	Ability to assess staffing needs and qualifications for the adult education program.
77.	2.2.4 (s)	.15	Skill in determining objectives and initiating direction, and evaluating activities for the accomplishment of the objectives.
80.	2.3.2 (s)	.07	Ability to evaluate the adult education program and strive to improve those areas in which the program shows weakness.
82.	2.3.4 (s)	.29	Ability to obtain information concerning the adult education program and its problems.
83.	2.3.5 (a)	.52	Willingness to review new instructional resources for adult education.
93.	3.1.10 (k)	-.33	Understanding of the methods of teaching and teaching aids in general and their specific application to adult continuing education.
112.	3.3.1 (s)	.26	Ability to review lesson plans, unit plans, and program reports.
113.	4.1.1 (s)	-1.02	Ability to provide opportunities for adult learners to participate in curricular evaluation.
114.	4.1.2 (k)	.05	Knowledge of the procedures for analyzing, interpreting, and evaluating present and past programs in planning future programs.
115.	4.2.2 (s)	-.28	Ability to help others in seeing the need for change.
116.	4.3.1 (s)	-.12	Ability to collaborate in assessing the programs progress, the methods of working, and resulting human relations of those taking part in change.
117.	4.3.2 (s)	.36	Ability to collect and analyze student performance data.
118.	4.3.3 (as)	.68	Ability and willingness to evaluate himself and his subordinates periodically.
119.	4.3.4 (s)	.67	Ability to evaluate his adult education program and strive to improve those areas in which the program shows weakness.

Masters Degree Program/Administrator of Adult Education

COURSE: EC + I 670 Instructional Supervision A.E. 15.000

Inv. #	Comp #	Need	Statement
20.	0.3.2 (s)	.73	Ability to accept criticism gracefully.
26.	1.1.5 (s)	.50	Ability to organize an activity and execute or oversee the implementation of the plan.
32.	1.1.11 (k)	.49	Understanding of the important requirements of jobs under his supervision.
51.	1.2.12 (s)	.31	Ability to collaborate and involve others in the execution of plans.
53.	1.2.14 (s)	.39	Ability to assess staffing needs and qualifications for the adult education program.
77.	2.2.4 (s)	.15	Skill in determining objectives and initiating, directing, and evaluating activities for the accomplishment of the objectives.
79.	2.3.1 (s)	.27	Ability and willingness to insure that lines of communication are kept open by soliciting active participation, questioning, and suggestions for improvement from all adult education program constituencies.
83.	2.3.5 (a)	.52	Willingness to review new instructional resources for adult education.
85.	3.1.2 (k)	.24	Understanding of and ability to account for the physical needs of the learning process.
87.	3.1.4 (k)	.30	Understanding of the various forms and procedures of teacher evaluation.
90.	3.1.7 (s)	-.40	Ability to meet with supervisors and/or adult education staff to arrange in-service programs for groups or individual adult education teachers.
92.	3.1.9 (s)	.25	Ability to develop a teacher evaluation and guides.
93.	3.1.10 (k)	-.33	Understanding of the methods of teaching and teaching aids in general and their specific application to adult continuing education.
98.	3.2.1 (s)	.00	Ability to conduct curriculum change and improvement programs with the staff.

Masters Degree Program/Administrator of Adult Education

COURSE: EC + I 670 Instructional Supervision
(continued)

Inv. #	Comp #	Need	Statement
99.	3.2.2 (s)	.07	Ability to orient new teachers to the adult education instructional program and available resources.
100.	3.2.3 (s)	.20	Ability to observe adult education personnel performance in general program activities.
102.	3.2.5 (s)	.01	Ability to schedule and conduct classroom observations, including pre-classroom visitation and follow-up conferences, with the adult education staff.
103.	3.2.6 (s)	.15	Ability to reinforce positive teacher attitudes toward adult learning.
104.	3.2.7 (s)	.11	Ability to work with adult continuing education teachers having problems with students.
105.	3.2.8 (s)	.18	Ability to arrange and procure instructional resources for adult continuing education teachers.
106.	3.2.9 (s)	.25	Ability to make available to adult education staff, information on conferences, institutes, and workshops involving university, professional, or state education department personnel.
107.	3.2.10 (s)	.48	Ability to develop a training program geared to the needs of each adult education employee.
111.	3.2.14 (s)	.07	Ability to confer with chairpersons or supervisors on teacher performance.
112.	3.3.1 (s)	.26	Ability to review lesson plans, unit plans, and program reports.
124.	5.1.5 (s)	.20	Ability to develop improved student/staff procedures.
138.	6.1.2 (s)	-.07	Ability to remain current and familiar with all aspects of the functions delegated to adult education personnel.
147.	6.2.6 (s)	.00	Ability and willingness to maintain an adult education professional staff library.
154.	6.3.2 (s)	-.04	Ability to evaluate staff performance and prepare written recommendations concerning reassignment, retention, promotion, or dismissal.

Masters Degree Program/Administrator of Adult Education

COURSE: EC + I 681 Seminar in Adult Education A.E. 16.000

Inv. #	Comp #	Need	Statement
48.	1.2.9 (s)	1.15	Ability to write and make application for funding grants pertinent to the adult education program.
172.	8.1.1 (k)	.21	Understanding of educational research and statistics.
173.	8.2.1 (s)	.22	Ability to apply research techniques to the solving of problems in adult education.
174.	8.2.2 (s)	.29	Ability to interpret, evaluate, use, plan, and conduct pertinent research in adult education.

Masters Degree Program/Administrator of Adult Education

AREA: SPECIALTY COURSEWORK

COURSE: Educational Administration 673 - Personnel Administration in Public Schools A.E. 17.000

Inv. #	Comp #	Need	Statement
15.	0.2.6 (s)	.40	Ability to deal equitably with all individuals and groups.
16.	0.2.7 (s)	.20	Ability to conduct meetings and conferences and direct group discussions.
19.	0.3.1 (a)	.63	Social sensitivity and readiness to respond positively to members of all social, economic, and ethnic groups.
21.	0.3.3 (a)	-.02	Tendency to think and inquire into problems of human concern.
22.	1.1.1 (k)	.56	Knowledge of basic principles, practices, and procedures for organizing, administering and operating adult education programs in public school systems.
24.	1.1.3 (k)	.46	Understanding of the legal structure of education in general with emphasis on specific issues in adult continuing education.
27.	1.1.6 (a)	-.02	Willingness to be responsible for the welfare and safety of persons involved in adult program related events.
31.	1.1.9 (s)	.53	Ability to develop policy formulation for the adult education program with central administration and teachers.
33.	1.1.12 (s)	.40	Ability to delegate organizational functions to appropriate adult education personnel.
35.	1.1.14 (s)	.09	Ability to perceive needed changes in procedures for clerical and custodial tasks, and to develop improved procedures.
36.	1.1.15 (s)	-1.82	Ability to develop a maintenance plan for buildings and grounds repair needs.
37.	1.1.16 (s)	.57	Ability to meet with central administration to justify and advise concerning long-range personnel and budget needs for the adult continuing education program.
49.	1.2.10 (s)	-.55	Ability to supervise, co-ordinate, or serve as liaison with maintenance staff.

Masters Degree Program/Administration of Adult Education

COURSE: Educational Administration 673 - Personnel Administration in Public Schools (continued)

Inv. #	Comp. #	Need	Statement
51.	1.2.12 (s)	.31	Ability to collaborate and involve others in the execution of plans.
53.	1.2.14 (s)	.39	Ability to assess staffing needs and qualifications for the adult education program.
86.	3.1.3 (s)	.29	Ability to arrange for substitute teachers.
90.	3.1.7 (s)	-.40	Ability to meet with supervisors and/or adult education staff to arrange in-service programs for groups or individual adult education teachers.
96.	3.1.13 (s)	.09	Ability to plan adult continuing education staff meetings.
100.	3.2.3 (s)	.20	Ability to observe adult education personnel performance in general program activities.
101.	3.2.4 (s)	-.71	Ability to promote the professional and personal growth of personnel
104.	3.2.7 (s)	.11	Ability to work with adult continuing education teachers having problems with students.
106.	3.2.9 (s)	.25	Ability to make available to the adult education staff, information on conferences, institutes, and workshops involving university, professional, or state education department personnel.
107.	3.2.10 (s)	.48	Ability to develop a training program geared to the needs of each adult education employee.
108.	3.2.11 (s)	.23	Ability to conduct special improvement program for adult continuing education teachers in need of help.
109.	3.2.13 (s)	.45	Ability to conduct staff meetings and special conferences with the adult education staff and inform them of program progress, activities and/or special needs.
137.	6.1.1 (k)	.51	Knowledge of negotiations and labor relations laws, policies, and procedures.

Masters Degree Program/Administrator of Adult Education

COURSE: Educational Administration 673 - Personnel Administration in Public Schools (continued)

Inv. #	Comp #	Need	Statement
138.	6.1.2 (s)	-.07	Ability to remain current and familiar with all aspects of the functions delegated to adult education personnel.
139.	6.1.3 (a)	-.45	Interest in the welfare of the adult education staff.
140.	6.1.4 (k)	-.16	Knowledge of the patterns of relationships among personnel in public school systems.
141.	6.1.5 (k)	.19	Understanding of the health and safety needs of teachers and adult students.
142.	6.2.1 (s)	.36	Ability to assist in the development of negotiations strategies, proposals, and compromises, and advise on the impact of various negotiation proposals.
143.	6.2.2 (s)	.15	Ability to assist new adult education personnel with employment information.
144.	6.2.3 (s)	-2.00	Ability to serve as primary official in grievance procedures brought by adult education personnel.
145.	6.2.4 (s)	-.29	Ability to confer and/or counsel with individual staff members on professional and personal problems.
146.	6.2.5 (s)	-.07	Ability to work within the structure of negotiated agreements.
148.	6.2.7 (s)	-.01	Ability to authorize staff travel, leave of absence, and special function requests.
149.	6.2.8 (s)	.02	Ability to participate in adult education teacher applications, interviews and screenings
150.	6.2.9 (s)	.20	Ability to resolve staff conflicts.
151.	6.2.10 (s)	.34	Ability to confer with adult education teachers concerning clerical and/or other service personnel relations.
152.	6.2.11 (s)	-.12	Ability to serve on negotiations teams.

Masters Degree Program/Administrator of Adult Education

COURSE: Educational Administration 673 - Personnel Administration in Public Schools (continued)

Inv. #	Comp #	Need	Statement
153.	6.3.1 (s)	.57	Ability to prepare written records of screening and selection procedures concerning adult continuing education teachers.
154.	6.3.2 (s)	-.04	Ability to evaluate staff performance and prepare written recommendations concerning reassignment, retention, promotion, or dismissal.
155.	6.3.3 (sa)	-.08	Ability and willingness to confer with other administrators or the screening and selection of adult education staff personnel.
156.	6.3.4 (s)	.12	Ability to select and assign personnel capable of performing the requirements of the job for which they will ultimately be responsible.

Masters Degree Program/Administator of Adult Education

COURSE: Educational Administration 640 - Administrative Organization, Problems and Procedures in Adult and Continuing Education A.E. 18.000

Inv. #	Comp #	Need	Statement
22.	1.1.1.(k)	.56	Knowledge of basic principles, practices, and procedures for organizing, administering, and operating adult education progress in public school systems.
24.	1.1.3 (k)	.46	Understanding of the legal structure of education in general with emphasis on specific issues in adult continuing education.
26,	1.1.5	.50	Ability to organize an activity and execute or oversee the implementation of the plan.
32.	1.1.11 (k)	.49	Understanding of the important requirements of jobs under his supervision.
33.	1.1.12 (s)	.40	Ability to delegate organizational functions to appropriate adult education personnel.
35.	1.1.14 (s)	.09	Ability to perceive needed changes in procedures for clerical and custodial tasks, and to develop improved procedures.
39.	1.1.18 (s)	.36	Ability to assist in the development of policy and specifications for the utilization of adult education funds and facilities.
42.	1.2.3 (s)	.01	Ability to complete report forms for district and/or state purposes.
44.	1.2.5 (s)	-1.48	Ability to investigate vandalism or false alarm avoidance or follow-up investigations.
47.	1.2.8 (s)	-.76	Ability to serve on special administrative groups with the superintendent.
50.	1.2.11 (a)	.04	Willingness to encourage teachers, supervisors, chairpersons, and members of the community to participate in competition for grant awards.
55.	1.2.16 (s)	.38	Technical skill in performing the managerial duties of the role of director of adult continuing education.
58.	1.3.3 (s)	.32	Ability to perceive needed changes in administrative procedures and to develop improved procedures.

Masters Degree Program/Administrator of Adult Education

COURSE: Educational Administration 640 - Administrative Organization, Problems and Procedures in Adult and Continuing Education (continued)

Inv. #	Comp #	Need	Statement
59.	1.3.4 (s)	-1.61	Ability to monitor a maintenance schedule buildings and grounds repair needs.
74.	2.2.1 (s)	.73	Ability to resolve scheduling conflicts for adult education program events.
76.	2.2.3 (s)	.01	Ability to co-ordinate and facilitate the attainment of the general objectives of the organization and the personal objectives of the staff.
78.	2.2.5 (s)	-.19	Ability to prepare year-long master schedules for the adult continuing education program and facilities.
81.	2.3.3 (a)	.46	Willingness to accept ultimate responsibility for the achievement of the educational goals and objectives of the adult continuing education program.
84.	3.1.1 (s)	.59	Ability to co-ordinate the use of special rooms and facilities for the adult continuing education program.
85.	3.1.2 (k)	.24	Understanding of and ability to account for the physical needs of the learning process.
86.	3.1.6 (k)	.29	Knowledge of school building designs and equipment appropriate for adult education programs.
91.	3.1.8 (s)	.15	Ability to inspect work areas in buildings or on grounds.
97.	3.1.14 (s)	.48	Ability to efficiently utilize and maintain the physical plant for an adult education program.
107.	3.2.10 (s)	.48	Ability to develop a training program geared to the needs of each adult education employee.
109.	3.2.12 (s)	.45	Ability to supervise regular security and maintenance operations for the adult continuing education program.

Masters Degree Program/Administrator of Adult Education

COURSE: Educational Administration 640 - Administrative Organization, Problems and Procedures in Adult and Continuing Education (continued)

Inv. #	Comp #	Need	Statement
130.	5.2.4 (s)	.77	Ability to contact police officials with with reference to student problems and security.
131.	5.2.5 (s)	.45	Ability to handle confidential information pertaining to adult students, ethically and professionally.
136.	5.3.2 (s)	.14	Ability to conduct social service and agency referrals.

Masters Degree Program/Administrator of Adult Education

COURSE: Educational Administration 632 - Business Management in Public Schools A.E. 19.000

Inv. #	Comp #	Need	Statement
22,	1.1.1 (k)	.56	Knowledge of basic principles, practices and procedures for organizing, administering and operating adult education programs in public school systems.
34.	1.1.13 (k)	1.58	Knowledge of funding sources for the adult continuing education program.
37.	1.1.16 (s)	.57	Ability to meet with central administration to justify and advise concerning long-range personnel and budget needs for the adult education program.
38.	1.1.17	..30	Knowledge of finance and business management procedures in general, and as they are related to adult education.
39.	1.1.18 (s)	.36	Ability to assist in the development of policy and specifications for the utilization of adult education funds and facilities.
41.	1.2.2 (s)	.20	Ability to prudently administer the budget, and audit and maintain an accurate record of internal accounts relating to the adult education program.
45.	1.2.6 (s)	.22	Ability to direct staff regarding budget needs and assemble budget requests for the adult continuing education program.
46.	1.2.7 (s)	-.69	Ability to administer, create, and up-date insurance programs pertinent to the adult education program.
52.	1.2.13 (s)	-.32	Ability to handle and be responsible for money and distribute and inventory supplies and materials for the adult education program.
54.	1.2.15 (s)	-.68	Ability to process purchase requests and/or endorse such requests to the central business office.
56.	1.3.1 (s)	.55	Ability to carry out a final review of all budgetary requests, long-range plans, projection of population growth, building and equipment needs, and personnel recruitment needs as it pertains to the adult education program.

Masters Degree Program/Administrator of Adult Education

COURSE: Educational Administration 672 - Educational Public Relations A.E. 20.000

Inv. #	Comp #	Need	Statement
3.	0.1.3 (k)	.10	Understanding of the nature and importance of communication and group process.
7.	0.1.7 (k)	.58	Understanding of the dynamics of human relations
11.	0.2.2 (s)	.89	Ability to present, explain, or clarify ideas in person-to-person and in group situations.
12.	0.2.3 (a)	.33	Self-direction that enables him to establish and maintain wholesome and satisfactory relationships.
13.	0.2.4 (s)	.42	Ability to apply leadership in group activities as a status leader or as a participant.
17.	0.2.8 (s)	.63	Ability to effectively communicate with others utilizing a variety of communicative techniques.
28.	1.1.7 (s)	.13	Ability to identify with school board policy and its relationship to the adult education program.
29.	1.1.8 (k)	.49	Familiarity with school board policy before making public statements or taking action.
30.	1.1.10 (s)	.59	Ability to interpret the status, needs, problems policies, and plans of the school district as they relate to the adult continuing education program.
40.	1.2.1 (s)	.05	Ability to confer with adult education and other administrative and supervisory personnel in the district.
43.	1.2.4 (s)	.56	Ability to supervise the administration of the payroll for adult continuing education teachers.
51.	1.2.12 (s)	.31	Ability to collaborate and involve others in the execution of plans.
61.	2.1.2 (s)	.85	Ability to develop co-operative programs for utilizing community agency information within the adult education program.
64.	2.1.5 (k)	2.00	Knowledge of the procedures for securing participation by citizens in shaping the adult education program.

Masters Degree Program/Administrator of Adult Education

COURSE: Educational Administration 672 - Educational Public Relations (continued)

Inv. #	Comp #	Need	Statement
75.	2.2.2 (s)	-.01	Ability to encourage and stimulate cooperative planning.
95.	3.1.12 (a)	-.04	Willingness to defend the adult education program, its staff, and himself from unwarranted criticism and unjust action.
115.	4.2.2 (s)	-.28	Ability to help others in seeing the need for change.
116.	4.3.1 (s)	-.12	Ability to collaborate in assessing the progress the methods of working, and resulting human relations of those taking part in change.
126.	5.1.7 (s)	.36	Ability to develop information sharing processes with community agencies for adult student benefit.
136.	5.3.2 (s)	.14	Ability to conduct social service and agency referrals.
157.	7.1.1 (k)	-.20	Knowledge of the processes of community organization.
158.	7.1.2 (k)	.25	Knowledge of community agencies and institutions
159.	7.1.3 (s)	-.22	Ability to co-ordinate requests for adult education facility use by outside organizations.
160.	7.1.4 (k)	-.07	Knowledge of the social structure and character of the community.
161.	7.1.5 (s)	.07	Ability to plan for special community - adult education program events.
162.	7.1.6 (k)	.76	Knowledge of public relations and publicity techniques and procedures for informing the community about the adult education program activities.
163.	7.1.7 (sa)	.41	Ability and willingness to organize a citizen advisory committee, and to co-operate with them in the study and solution of adult education related problems.

Masters Degree Program/Administrator of Adult Education

COURSE: Educational Administration 672 -- Educational Public Relations (continued)

Inv. #	Comp #	Need	Statement
164.	7.1.8 (k)	.80	Understanding of the various mechanical and technical procedures necessary for preparing newsletters.
165.	7.1.9 (sa)	.58	Ability and willingness to attend civic and business group meetings to stimulate interest in and to promote the adult education program.
166.	7.2.1 (s)	.63	Ability to develop and mairtain informal relations with community agency leaders and representatives, and other members of the community.
167.	7.2.2 (a)	-.02	Willingness to become involved and actively participate in local, area, state, or national professional organizations and interest groups
168.	7.2.3 (a)	.41	Willingness to encourage interested persons to visit the adult continuing education program.
169.	7.2.4 (s)	.80	Ability to involve community, staff, and student population in the adult education activities.
170.	7.2.5 (s)	.84	Ability to serve as district representative on adult continuing education regional planning groups.
171.	7.3.1 (s)	.84	Ability to gather and interpret pertinent data and information about the community.

Masters Degree Program/Administrator of Adult Education

COURSE: ECPS 628 - Organization and Conduct of Pupil Personnel Services and Programs A.E. 21.000

Inv. #	Comp #	Need	Statement
120.	5.1.1 (k)	.30	Understanding of guidance programs for adult students.
121.	5.1.2 (s)	-.09	Ability to recognize the signs of the potential adult drop-out.
122.	5.1.3 (k)	.32	Knowledge of the role of personnel services in adult education.
123.	5.1.4 (s)	.49	Ability to arrange and co-ordinate an adult student testing program.
124.	5.1.5 (s)	.20	Ability to develop improved student/staff procedures.
125.	5.1.6 (s)	-.29	Knowledge of the instruments of educational measurement and their use.
127.	5.2.1 (s)	.19	Ability to help adult students set their learning goals.
128.	5.2.2 (sa)	.26	Ability and willingness to confer with adult students or their representatives on personal, instructional, or teacher-related problems.
129.	5.2.3 (s)	.38	Ability to encourage the adult learner's growth through supportive communications.
132.	5.2.6 (s)	.18	Ability to help adult learners adapt to change.
133.	5.2.8 (s)	.08	Ability to confer with guidance and other student personnel staff.
135.	5.3.1 (s)	.02	Ability to assist in scholarship selections and other student help programs of community groups.

Appendix A

Basic Role and Task Description

of the

Position of Director

of

Adult and Continuing Education Programs.

Appendix A

Basic Role And Task Description Of The Position Of Director Of Adult And Continuing Education Program

The role functions of the position of adult and continuing education director has been delineated through a national study by A.C. Madry (1963) in his study, The Functions And Training Needs Of Adult Education Directors In Public School Systems, Madry divided the role and functions into twelve major task areas. These are listed below:

I. Organization and Structure
II. Program Purposes
III. Program Planning and Development
IV. Instructional Services and Materials
V. Student Personnel Services
VI. Staff Personnel
VII. Facilities and Equipment
VIII. Finance and Business Management
IX. School-Community Relations and Promotion
X. Community Services
XI. Program Evaluation
XII. Research

Each of these major task areas were further delineated and defined to better clarify the tasks involved. For the purpose of identifying and classifying behaviors for a training curriculum for the directorship of an adult and continuing education program, these twelve function areas have been further combined and reorganized. However, the integrity of Madry's work has been preserved. This is thought to be essential due to the large sampling procedures used by Madry and the apparent validity of his work: This revision should expedite the task of classification of the competency behaviors.

I. Organizational Structure and Business Management
II. Program Purposes, Planning, and Development
III. Instructional and Support Services
IV. Program Evaluation
V. Student Personnel Services
VI. Staff Personnel
VII. School-Community Relations and Services
VIII. Research

As with the original listing, each of the eight major areas have been sub-divided to aid in the defining of the responsibilities.

Function Area I Organizational Structure and Business Management

This area refers to the relationship of people as they work together in an organization and the responsibilities of the director in facilitating this relationship. It further delineates the tasks required of the director in arranging financial support for the organization and its program goals.

1. Working with the superintendent and the board of education in the formulation of policies concerning administrative organization, the division of responsibility and authority, and the procedures to be followed in order to maintain effective working relationships among the members of the board of education, the superintendent, the direct teaching personnel, and lay citizens regarding various phases of the adult program.

2. Providing information about the adult program, its needs, its progress, and the possible alternatives for consideration by the superintendent and board members, with ample opportunities for further exploration, understanding, and reaction.

3. Establishing a working relationship with all local, state, and federal agencies that may be utilized by, or may affect, the local program. This involves:

   a. identifying and interpreting desirable services from such agencies with emphasis on their relationship to adult education

   b. establishing sufficient organization and facilities to use all the available services

   c. sharing with these agencies the identification of needs, definition of purpose, and planning for needed services,

   d. evaluating the effects of the various services in terms of the total educational program.

4. Working with the superintendent in the collection of various data for organization of the school system into appropriate operational units for adult education, presenting a plan for approval and organizing the professional staff initiation of the plan.

5. Developing a staff organization for the achievement of the objectives of the program. This includes:

   a. identification of the total responsibilities and the total services needed and grouping these into functional parts.

6. Organizing lay and professional groups for participation in the planning of adult education programs and other activities. This involves:

   a. organizing of advisory councils, etc, and creating the opportunities for lay and professional people to come together in the interest of adult education,

   b. assisting groups to identify purposes which they desire to pursue,

   c. helping such groups to clarify and understand their relationship to directors, superintendents, and boards of education, and relating the work of groups to existing educational programs and agencies.

7. Preparing for presentation to the superintendent the budget required for the successful operation of the desired program of adult education. This involves:

   a. translating the education program desired into cost and determining priority in terms of the planned purposes, and

   b. constructing a budget with expenditures by function and revenues by sources.

8. Accounting for all monies in accordance with standard legal practices and with particular reference to adult education. This involves:

   a. setting up a system of accounting,

   b. supervising the accounting of all funds, and

   c. reporting to the proper state and local authorities at appropriate times.

9. Advising the superintendent in the following areas:

   a. the formulation of a desirable salary schedule commensurate with the ability of the community to pay,

   b. present and prospective costs of the various provisions in the salary schedule,

c. educational implications of the various provisions,

d. means of insuring acceptance of the schedule.

10. Determining the sources of revenue for adult education. This includes:

a. determining the educational needs and opportunitites of adult education in the local school system,

b. translating the educational needs into appropriate financial requirements,

c. determining the amount to be raised from each of the following sources:

1. local tax money
2. state aid
3. federal aid
4. individual fees
5. foundational funds
6. individual grants

d. making all necessary arrangements to insure that the full amount of revenue is received from each source.

11. Organizing the business staff of the office. This includes:

a. determining, with the superintendent, policies to govern the administration of business affairs,

b. determining the numbers and kinds of secretarial positions to be filled,

c. selecting clerical staff and delegating duties and responsibilities to each, and

d. coordinating and supervising the activities of the office.

12. Providing an adequate system of internal accounting. This function involves:

a. working with the superintendent in determining policies governing the handling of internal accounts in the various units within the system,

b. setting up various types of forms to be used in accounting for school funds, and

c. delegating responsibilities for carrying out policies governing internal accounting to appropriate persons in the units.

13. Accounting for all property (including buildings, equipment, etc., used in the adult education program). This involves:

a. making and keeping a continuing property inventory,

b. supervising all school property and other buildings and facilities used for adult education purposes, and

c. making periodic reports of the status of school property and non-school property to the superintendent, board of education, and to the community at large.

14. Administrating School Purchasing for Adult Education. This includes:

a. determining, with the superintendent, the policies and procedures governing purchasing,

b. developing suitable forms for purchasing, and

c. supervising the purchasing in view of the duties and responsibilities connected with purchasing for adult education.

15. Determining the insurance needs as related to the program of adult education. This function responsibility involves:

a. determining the types and kinds of insurance suitable for the adult program within the existing legal framework,

b. making necessary arrangements to obtain adequate insurance coverage, and

c. translating the insurance needs into appropriate financial requirements.

Function Area II Program Purposes, Planning and Development

This area deals with those activities in which workers, assisted by others, engage to plan and carry forward a balanced and adequate curriculum of adult education, guided by a well-planned statement of philosophy and goals.

1. Assisting in the development of sound philosophy of adult education on the part of board members, administrators, staff members, professional consultants, lay citizens and other participants in adult education.

2. Working with professional and lay groups in determining the interests of the people and the needs of the community. This involves:

   a. making a continuous study of the community resources, both human and natural, and skillfully involving adults in the process of identifying their educational needs and interests through a variety of methods; these may include:

      1. receiving requests from individuals and groups,
      2. making direct inquiry through personal contacts and surveys,
      3. surveying systematic data about the community,
      4. making use of advisory committees,
      5. forming study action groups of interested citizens,
      6. making use of adult education councils or community councils.

3. Clarifying the objectives to be achieved in the light of established needs and interests and disseminating information to all concerned.

4. Assisting in the development of clear statements of purposes and objectives that are attainable, widely understood, and acceptable by all involved in a learning activity.

5. Working with citizens' advisory committees, administrators, staff members, lay and professional people in continuous evaluation of the program so as to revise objectives in the light of experience.

6. Assisting in the identification of values or value patterns that are considered desirable in the development of individuals and the community.

7. Relating the program desired to the time, facilities, equipment, and personnel available. This function involves:

   a. developing a tentative schedule which shows the various activities in relation to place, time, and staff for individuals and groups to express their preferences, and

   b. developing with the professional staff a revised schedule consistent with the program objectives, individual programs, and the efficient use of the staff and facilities.

8. Determining program content and organization. This function involves:

   a. using the findings of resources and needs as a basis upon which to project a tentative program design in order to see what it will look like, who it is going to effect, how it fits into the total community program, and

   b. submitting the program design to other adult leaders and participants for critical review and modification.

9. Implementing the program through either or all four general methods of program activation. These are:

   a. personal counseling in such a way that the learner can coordinate needs and resources for himself,

   b. organizing programs with a broad range of essential experiences opening continuously to the learner,

   c. giving educational service to any accessible groups of adults, and

   d. adult education through community development.

10. Organizing the staff for the establishment of procedures for measuring progress toward objectives and for making changes in program content and organization.

11. Arranging ways and means for continuous experimentation and program improvement by focusing attention on the immediate objectives and the implementation of agreements reached.

Function Area III Instructional and Support Services

Organization of programs where instruction is scrutinized is important. Thus in this area are included all the leadership activities pertaining to instructional improvement in adult educations, as well as, those activities which support the instructional program, such as buildings, grounds, and equipment needed in the adult program and incidental to it.

1. Formulating plans for improving the adult program in consultation with staff members and administrative personnel.

2. Aiding instructional staff members in obtaining and using a variety of up-to-date teaching materials.

3. Encouraging and providing opportunities for staff members to try out new practices and techniques in teaching.

4. Making classroom visits periodically to assist teachers in increasing their effectiveness in teaching.

5. Recognizing (e.g. on personal records and in letters of communication) evidence of personal growth or professional achievement by staff members.

6. Assisting staff members in using in their teaching the results of recent research concerning adult education.

7. Assisting in the development of a curriculum materials center for staff members.

8. Planning with staff members a variety of in-service educational activities, such as workshops, conferences, individual and group research projects.

9. Encouraging and providing opportunities for staff members to visit and observe educational activities being conducted in other adult programs, clinics, or related services.

10. Determining the School Plant needs and the equipment for a comprehensive adult education program in the community. This involves:

a. working with the superintendent and community groups in studying the needs for functional and efficient school plants as the operational center for the community program of adult education,

b. organizing for a study of community facilities available for adult education facilities and equipment in the light of the program needed.

11. Developing a comprehensive plan for the use of all school and non-school property needed in the education program. This may include:

a. preparing specifications of the school plant needs in terms of the planned program,

b. formulating, in consultation with the superintendent, a clear set of policies and procedures for the use of existing school facilities and equipment,

c. formulating, in consultation with the superintendent and groups concerned, a clear set of policies and procedures governing the use of non-school property, and

d. leading the staff in continued re-examination of the plan in the light of the developing program.

12. Initiating and implementing plans for desired alterations, renovations, and new facilities in the adult education program. This involves:

a. presenting to the superintendent and board of education detailed plans for all desired alterations, renovations, and new facilities,

b. presenting and interpreting the educational specifications which form the basis for the facilities and equipment requested.

13. Developing an efficient program of operation and maintenance of school and non-school plants and equipment. This function involves:

a. surveying with the maintenance supervisor the physical plant of both school and non-school property to determine the maintenance and operational needs,

b. establishing, with the assistance of the staff, a continuing schedule of maintenance operations,

c. developing and recommending to the superintendent for approval by the board of education, policies which govern the maintenance and operational procedures of all school and non-school property.

Function Area IV Program Evaluation

Evaluation is among the most difficult and yet one of the most important areas of operation facing the director of an adult education program. It is a process implying both appraisal and action toward improvement. Thus, it is presumed to be a major function of the on-going operation of the adult program permitting deliberate planning and action consistent with overall policy and objectives. It should serve as a challenge to existing policies and practices as new needs become apparent.

1. Determining, with the staff and others, the outcomes of evaluation, both for improvements in individual courses and activities, and for improvements in the program as a whole.

2. Developing with the staff complete plans for overall program evaluation. This involves:

   a. organizing the staff,

   b. determining policies and procedures,

   c. understanding the process of setting goals,

   d. providing means of gathering and interpreting evidence of attainment, and

   e. taking leadership in the implementation of the evaluation program.

3. Determing, with the staff and community representatives, the value and effectiveness of the comprehensive plan of evaluation for the purpose of improving operational efficiency.

4. Interpreting to the superintendent, the board of education, the professional staff, the participants in the adult program, and leaders in general the role of research in improving the method of evaluation.

Function Area V Student Personnel Services

Program planning and development and the instructional services as mentioned previously have to do essentially with all aspects of the basic instructional program. However, there are other activities embracing services which supplement the basic instruction. These are the personnel services for adults with which this area is chiefly concerned.

1. Developing and maintaining a system of registration and attendance. This involves the following functions:

   a. working with the professional staff in the development of procedures for dealing with enrollment and attendance problems, and

   b. analyzing and interpreting enrollment trends and drop-outs.

2. Providing means of orienting adults to the program, staff, facilitites, equipment, and activities in adult education.

3. Providing counseling services for adults commensurate with the type and size of the program offered. This involves:

   a. making arrangements to obtain adequate individual and group counseling services in terms of staff, materials, equipment, facilities, and

   b. arranging for consultant services to be used in the counseling program.

4. Providing occupational and educational information services to adults and out-of-school youth. This involves:

   a. making contracts with public and private employment agencies and other sources of occupational and educational information,

   b. arranging for the systematic collection and filing of up-to-date occupational and educational information, and

   c. providing for adequate interpretation of information made available through the information services.

5. Providing for individual inventory (testing) service. This function involves:

a. organizing and operating a planned program of individual and group testing, including educational, psychological, and others,

b. planning for the effective use of other techniques of individual analysis,

c. establishing and operating an efficient system of cumulative records, and

d. arranging for the understanding and proper use of the inventory by both the professional staff and the adult learners.

6. Planning with the professional staff procedures for continued appraisal and interpretation of individual growth and improvement. This involves:

a. knowledge of the kind of appraisal needed, and

b. a knowledge of how the appraisal should be used with adults.

7. Co-ordinating with the aid of staff members a variety of activities and programs designed to supplement the regular adult education program in the achievement of its objectives.

8. Providing placement and follow-up services for adults. This function involves:

a. determining employment and continuing educational needs of the adults and out-of-school youths,

b. providing facilities for acquiring and making available information concerning job placements,

c. providing for periodic and systematic follow-up studies of adults who have left the adult education program, and

d. assisting in the organizing and interpreting of follow-up data for use in program planning.

Function Area VI Staff Personnel

To implement an effective program in adult education it is necessary to provide and maintain an adequately trained staff. Hence, staff personnel becomes a major area of activity for the adult education program director.

1. Selecting and assigning staff personnel. This function involves:

   a. determining job openings and personnel requirements,

   b. collecting all pertinent information concerning each applicant and analyzing each applicants' qualifications in terms of job requirements,

   c. arranging contact with and orientation of applicants with potential co-workers, and

   d. formulating and presenting recommendations to the superintendent.

2. Providing for the recruitment of staff personnel. This involves:

   a. obtaining from training institutions, employment agencies, and others, information about prospective staff personnel and positions.

3. Providing for the formulation of staff personnel policies. This involves:

   a. organizing the staff to study its needs and problems

   b. accumulating, organizing, and recording information needed as a basis for the formulation of staff personnel policies, and

   c. assisting the superintendent and board of education in establishing satisfactory personnel policies.

4. Stimulating and providing opportunities for professional growth of the staff. This involves:

   a. working with the staff to stimulate a desire for professional growth and to identify professional needs,

   b. arranging with the staff the kinds of professional improvement programs which they desire, such as workshops, short courses, demonstrations, summer sessions, etc., and

   c. assisting in making arrangements and providing resources, both consultants and materials for the various improvement programs.

5. Promoting the general welfare of the staff (tenure, retirement, sick leave, etc.) This involves:

   a. working with the staff to determine desired provisions relating to their personal and professional welfare,

   b. supplying the staff with information concerning possible personnel benefits within the existing school system,

   c. presenting recommendations to the superintendent for possible policy formulation or revision, and

   d. setting up procedures for implementing policies concerning personnel welfare in the adult program.

6. Developing a system of staff personnel records. This involves:

   a. determining the amounts and kinds of information needed to execute personnel policies,

   b. developing a system of cumulative personnel records in the adult education office,

   c. providing for a continuous flow of information into the records, and

   d. developing specific provisions for the supervision and use of personnel information contained in the records.

Function Area VII School-Community Relations and Services

Maintaining constructive community relationships and providing adequate publicity and promotion are vitally important in building a successful program in adult education. Further, working out long term co-operative program of services to the community. The extent of these services is measured in terms of the number of programs improved, the number of organizations helped, the number of leaders retrained, and the number of people ultimately affected.

1. Representing the adult education program to the general public in the community of the local school system.

2. Developing, in cooperation with the adult education staff and community groups, a general plan of promotion and publicity. This involves:

   a. defining the clientele

   b. planning the campaign

   c. preparing and distributing materials; and

   d. evaluating the results, using such procedures as the following:

      1. preparing folders and procedures for distribution in the community,

      2. sending leaflets home with school childeren,

      3. using newspaper advertising and articles,

      4. making use of direct mailing,

      5. preparing and displaying posters,

      6. speaking before organizations,

      7. using radio and television programs and announcements.

3. Informing and instructing, concerning the needs and tasks of the adult program, through personal activity in the local school units and in the total school system.

4. Studying continuously the neighborhood; the homes; stores, social agencies; changes in the neighborhood with respect to residential, business, industrial or other developments; racial, religious, national, and other social groups, in order to better fit the school into the community.

5. Studying the school system and its program continuously, its needs and its task, and its relations with the community.

6. Cooperating with other individuals and with professional and lay groups in activities promising to be of assistance to school-community relations directly or indirectly.

7. Employing successfully the media of communication between the school system and the neighborhood, and working with other individuals and with groups in the use of such media in the promotion of school-community relations.

8. Functioning with the superintendent, other persons representing the school system generally, and lay citizens in the formulation of policies governing school-community relations activities in the school system, in the planning of the program to be carried on, in the implementation of the program, and in providing for evaluation and replanning.

9. Developing, with teachers of adults, the organization, procedures, and means for promoting good relations between the school system and its public.

10. Initiating group studies, by teachers of adults, of the problems of the schools and of the community.

11. Participating actively in the groups organized to study problems of the schools and the community.

12. Offering leadership training to all types of group leaders in the community.

13. Making equipment and facilities available for community organizations and offering training in the use of the equipment such as sound projectors and other audio-visual materials.

14. Providing for the discussion of community problems.

15. Maintaining files of community resources and resource people useful both for the local program and others.

16. Providing program planning help to other adult education agencies in the community.

17. Assisting in community surveys or providing technical assistance for such research in connection with local program including community planning.

18. Maintaining a speakers bureau.

Function Area VIII Research

Wise decisions concerning future planning require adequate information. Research procedures and research data provide the information for long-range planning.

1. Providing leadership for the professional staff in locating, interpreting, and evaluating recent research as it relates to adult education.

2. Initiating and encouraging the application of research method and results to improvement of practice and increase of knowledge concerning the education of adults.

3. Providing necessary training to assist the professional staff in understanding the methods of research and in developing the needed skills.

Appendix B

Members of Advisory Board

and

Minutes of Meetings

Appendix B
Members of Advisory Board and Minutes of Meetings

I. New York State Department of Education

1. Mr. Neil Carr
   Office of Basic Education
   Division of Continuing Education
   NYS Department of Education
   55 Elk Street
   Albany, New York 12234

2. Mr. William Jonas
   Bureau of General Continuing Education
   NYS Department of Education
   55 Elk Street
   Albany, New York 12234

3. Mr. Robert Poczik
   Division of Continuing Education
   55 Elk Street Room 323
   Albany, New York 12234

II. Directors of Continuing Education

1. Mr. David A. Anderson
   Director of Continuing Education
   City School District
   13 South Fitzhugh Street
   Rochester, New York 14614

2. Ms. Elizabeth Buckley
   Arrandale Adult Center
   Arrandale Avenue
   Great Neck, New York 11024

3. Ms. Lillian R. McMillen
   Office of Adult Education
   Board of Education
   School District of the City of Niagara Falls
   901-24th Street
   Niagara Falls, New York 14301

III. Teaching Personnel

1. Ms. Ernestine Leach
   Adult Learning Center
   222 South Pearl Plaza
   Albany, New York 12202

Teaching Personnel (continued)

2. Ms. Carol Snyder
RD #1
Clark Road
Gansevoort, New York 12831

IV. University at Albany

1. Dr. Edward S. Hickcox
ED 331, University at Albany
Albany, New York 12234

2. Mr. A. Morgan Little
ED B 9, University at Albany
Albany, New York 12234

3. Ms. Carmen A. Perez
ED 340, University at Albany
Albany, New York 12234

4. Mr. Gordon Simpson (alt.)
Adult Education
Richardson Hall
135 Western Avenue
Albany, New York 12222

THE UNIVERSITY AT ALBANY

ADULT EDUCATION PROJECT

Minutes of the meeting

The Advisory Committee to the special project developing a competency-based masters degree for administrators in adult education held its initial meeting on December 14, 1976 at 1:10 p.m. on the campus of The University at Albany. Members in attendance were: Joseph A. Bosco, Chairman; David A. Anderson; Elizabeth Buckley; Neil Carr; Edward S. Hickcox; William Jonas; Ernestine Leach; A. Morgan Little; Lillian R. McMillen; Carmen A. Perez; Carol E. Snyder; Adult Education Project Staff: Jerry A. Rice and Gordon J. Simpson.

The agenda was presented as follows:

I. Role of the Committee

II. Explanation of the Masters Degree for Administrators of Adult Education

III. Overview of the competency - based program for ABE teachers now being implemented

IV. Outline of the problem for gaining competencies for administrators

V. Explanation of a proposed method for identifying, ranking and classifying competencies.

The task set before the Advisory Committee was to sift through a collection of behaviors and, after accepting them, begin slotting these behaviors into an organizational construct to yield a set of components which will be sampled in the field. For a point of departure, philosophical papers on competency-based education will be sent to the Committee members. A proposed deadline of June 30, 1977 was established for the completion of Objective 3 which reads, "Develop a competency-based masters degree for administrators in Adult Education. The courses that will constitute the degree will be developed according to the competency-based model presented . . . . , up to and including the setting of module titles and objectives." (The curriculum phase).

Jerry A. Rice presented a proposed educational construct as a basis for pursuing the task of sifting, slotting and reaching final judgment on those behaviors which are to be placed in future components.

The discussion which followed evolved the suggestion

to place the identification model on the systems base. Mr. Rice will send to the Advisory Committee members a revision of the identification model with further explanation and full description. In addition, a list of competencies for administrators will be sent to each member of the Committee to be verified and classified according to the accompanying directions.

The schedule set for future meetings of the Advisory Committee included the following dates: Tuesday, January 18, February 22, and March 22, 1977. The meeting will be held from 1 to 5 p.m. on the campus of the University at Albany.

The meeting was adjourned at 4:40 p.m.

Respectfully submitted,

Gordon J. Simpson

Gordon J. Simpson

P.S. An optional date of January 25 can be arranged if your schedule warrants the change. Please advise us as soon as possible.

MEMORANDUM

DATE: January 28, 1977

FROM: Gordon J. Simpson
BUILDING ADDRESS: Adult Education Project
Richardson Hall, Room 383

TO: Advisory Board Members
BUILDING ADDRESS:

SUBJECT: Advisory Board Minutes Masters
Degree Administrators

The second meeting of the Advisory Board for the Master's Degree for Administrators of Adult Education Programs was called to order by Jerry A. Rice at 1:15 p.m., January 25, 1977. The meeting was held on the campus of the University At Albany, School Of Education, Room 127. Present at the meeting included:

Elizabeth Buckley	David Anderson
Ernestine Leach	Edward Hickcox
A. Morgan Little	Neil Carr
Robert Poczik	J.A. Bosco
Gordon Simpson	J.A. Rice

An explanation was given by Jerry Rice concerning the revised classification procedures for the competency statements. Emphasis was given during this presentation to the theoretical basis of the study. Mr. Rice explained that the study was based on the theory developed by Malcolm Knowles which prescribes the steps for development of a graduate degree program. He also pointed out that the study is using assumptions expressed in role theory of administration which state that the competencies, functions, and training needs of a specilized position maybe ascertained through a study of the role functions and responsibilities of the position.

Reaction to the prior assigned tasks of classification was forthcoming from the group, summarized as follows:

1. Submit a operational definition of terminology.

2. Breakdown or synthesize those competencies which have dual roles, such as "Understanding Of Basic Principles For Organizing and Administering Adult Education."

3. Arrange a procedure for classifying the overarching role functions, 1-8.

4. Employ the group approach after competencies are slotted.

Dr. Bosco explained the Board role following the classification task. The task is as follows:

1. Verify and classify the competencies.

2. Follow-up the needs assessment when returned from a State-wide sampling.

3. Aid in the identification of component titles based upon those competencies selected.

The time line to be followed in order to meet a June deadline was:

March 1 - Slotting the competencies submitted by J.A. Rice. Organize in work sessions.

March 22 - Identify the necessary competencies missing in the classified set.

Between March and April - Research a needs assessment in the field.

April - Follow-up the results of the response.

The meeting adjourned at 3:40 p.m.

Respectfully submitted,

Gordon J. Simpson

Gordon J. Simpson

G

MEMORANDUM

DATE: March 4, 1977

FROM: Jerry Rice
BUILDING ADDRESS: Adult Education Project
Richardson Hall, Room 385

TO: Advisory Board Members
BUILDING ADDRESS:

SUBJECT: Advisory Board Minutes (March 1, Meeting)

The third meeting of the Advisory Board for the Masters Degree for Directors of adult education programs was called to order by Jerry Rice at 10:15 a.m., March 1, 1977. The meeting was held on the campus of the University at Albany, School of Education, Room 127.

Present at the meeting included:

Elizabeth Buckley	Neil Carr
Ernestine Leach	Carol Snyder
Robert Poczik	Lillian McMillian
David Anderson	Joseph A. Bosco
Edward Hickcox	Jerry Rice

The meeting took the form of a work session in which members of the selected sub-groups within the Board analyzed and classified 55 statements of competency into their appropriate categories on the classification grid.

The afternoon session included completion of the classification task and a discussion by the members present of those statements found by the sub-groups to be difficult to classify. The meeting was adjourned at 4:00 p.m.

Respectfully submitted,

Jerry Rice

State University of New York at Albany
1400 Washington Avenue, Albany, New York 12222

To: Advisory Board Members Master's Degree (Administration)

From: Jerry Rice

Re: Minutes of March 29th Meeting and Task Instructions

Present:		
	Elizabeth Buckley	David Anderson
	Lillian McMillan	Gordon Simpson
	Neil Carr	Edward Hickox
	Robert Poczik	Carol Snyder
	Ernestine Leach	William Jonas

The March 29th meeting Advisory Board for the Adult Education Master's Degree (Administrators) project convened, after some confusion on Mr. Rice's part concerning meeting time, at 1:15 p.m., Room 335, School of Education, University at Albany Campus. Mr. Rice brought the group up-to-date on the progress of the project and what tasks were still to be done.

Explanation was made of the survey instrument design and the population to whom the survey is to be sent. Concern was expressed about limiting of the population and the project to only those directors involved with public school programs. It was decided that a review should be made of the total available population of directors of adult education programs in New York State. If it is deemed feasible to include other non-public school directors in the survey it will be done. Information concerning that review will be forthcoming.

Explanation was made by Mr. Rice of the document containing the classified statements (181 pages). Discussion followed as the most efficient and effective method to review and condense the statement listing. The decision was made to have Advisory Board members individually review all classifed statements in the document for appropriate role area classification only. Project staff will review appropriate classification of the domain areas and performance areas. A finalized copy will be sent to each Advisory Board member for final review after all statements have been reviewed, revised, classified, and synthesized.

No future meeting date has been set, but the option for future meetings in April and May was left open.

The meeting was adjourned at 4:30 p.m.

Thank you kindly for your time and cooperation.

Enclosed please find:

1. Task Instructions
2. Ballot Form
3. Master Listing of Statements (23 pages)
4. List of Unclassified Statements
5. Return envelopes
6. Distribution of Statements by Cell
7. Classified statements by cell (181 pages)

Appendix C

Hierarchy of the Different Kinds of Predication

APPENDIX C

HIERARCHY OF THE DIFFERENT KINDS OF PREDICATIONS

Dr. J. A. Bosco

BASED ON FORM (If there is one-to-one correlation)	BASED ON MEANING
[X] FINITE (TRUNK) PREDICATION----------(would make)-----→ 1. Expressed by predicates 2. Hence, requires x (i.e., either an X word or a verbex)	[1] PRIMARY STATEMENT (i.e., "the main idea", which a speaker or reader may signal by stressing the predication)
Other [T] PREDICATION WITHIN THE TRUNK--------(would make)----- 1. Usually expressed by -- a. Nominal clauses (in S, O, C--or D?) b. Nominal clausids (in S, O, O+C) c. Nominal predicatids (in S, O, C) 2. Hence, does not require x (except in nominal clauses)	2 SECONDARY STATEMENT (i.e., additional information which may advance the main idea or set the stage for its expression)
[A] PREDICATION OUTSIDE THE TRUNK--------(would make)----- 1. Expressed by -- a. Adverbial clauses (in F or E) b. Adverbial clausids (in F or E) c. Adverbial predicatids (in F or E, with the added requirement that the subject of the predicatid appears somewhere in the same sentence) d. APPOSITIVES (i.e., predicatids derived from clauses with the nominals to which they refer as the S) e. INSERTS, or ADDED constructions (i.e., "non-restrictive" constructions that have been inserted into a sentence at the borders between sectors) 2. Hence, does not require x (except in clauses)	
INFORMATION CARRIERS ←	
[J] ADJECTIVAL PREDICATION----------(would make)-----→ 1. Usually expressed by -- a. Adjectival clauses b. Adjectival predicatids c. ("Restrictive" appositives) 2. Hence, does not require x (except in clauses)	3 IDENTIFICATIONAL STATEMENT (i.e., no new information but serves identifying function by referring to something already known to the reader or listener--)
IDENTIFICATION CARRIERS ←	
EMOTION (or feeling) ←	4 COMMENTS ABOUT THE STATEMENT (i.e., remarks that may express the speaker's or writer's feelings about what he is saying)

Appendix D

Statement Classification

Appendix D

Statement Classification

0.0 personal Traits

0.10 Planning

01.1a Belief in the inter-dependence of people

0.1.2k Awareness of the democratic aspiration and the humanistic traditions

0.1.3k Understanding of the nature and importance of communication and group process

0.1.4a Honest, integrity, tact, loyalty as exhibited in a basic philosophy of life

0.1.5a Understanding of himself so as to understand the interaction that his prejudices and values have upon ths own judgments and actions

0.1.6a Disposition to co-operate with other people in planning, executing, and evaluating courses of action

0.1.7a Understanding of the dynamics of human relations

0.1.8a Strong commitment to adult education

0.1.9a Commitment for continuous learning

0.20 Implementing

0.2.1a Self direction that enables him to assume responsibilities consistent with his values and skills

0.2.2s Ability to present, explain, or clarify ideas in person-to-person and in group situations

0.2.3a Self-direction that enables him to establish and maintain wholesome and satisfactory relationships

0.2.4s Ability to apply leadership in group activities as a status leader or as a participant

0.2.5a Willingness to devote extra time to the adult education program and its activities

0.2.6s Ability to deal equitably with all individuals and groups

0.2.7s Ability to conduct meetings and conferences and direct group discussions

0.2.8s Ability to effectively communicate with others utilizing a variety of communicative techniques

0.2.9sa Ability and willingness to be on call to solve, or aid in the solving of an emergency

0.30 Evaluation

0.3.1a Social sensitivity and readiness to respond positively to members of all social, economic, and ethnic groups

0.3.2s Ability to accept criticism gracefully

0.3.3a Tendency to think and inquire into problems of human concern.

1.0 Organizational structure & Business Management

1.10 Planning

1.1.1k Knowledge of basic principles, practices and procedures for organizing, administering and operating adult education programs in public school systems

1.1.2k Understanding of the aims, objectives, program methods, materials, organizational structure, and major issues and recent recommendations in the field of adult education in the United States

1.1.3k Understanding of the legal structure of education in general with emphasis on specific issues in adult continuing education

1.1.4k Understanding of computer technology and its utilization

1.1.5s Ability to organize an activity and execute or oversee the implementation of the plan

1.1.6a Willingness to be responsible for the welfare and safety of persons involved in adult program related events

1.1.7s Ability to identify with school board policy and its relationship to the adult education program

1.1.8k Familiarity with school board policy before making public statements or taking action

1.1.9s Ability to develop policy formulation for the adult education program with central administration and teachers

1.1.10s Ability to interpret the status, needs, problems, policies, and plans of the school district as they relate to the adult continuing education program

1.1.11k Understanding of the important requirements of jobs under his supervision

1.1.12s Ability to delegate organizational functions to appropriate adult education personnel

1.1.13k Knowledge of funding sources for the adult continuing education program

1.1.14s Ability to perceive needed changes in procedures for clerical and custodial tasks, and to develop improved procedures.

1.1.15s Ability to develop a maintenance plan for buildings and grounds for repair needs

1.1.16s Ability to meet with central administration to justify and advise concerning long-range personnel and budget needs for the adult continuing education program

1.1.17k Knowledge of finance and business management procedures in general, and as they are related to adult education

1.1.18s Ability to assist in the development of policy and specifications for the utilization of adult education funds and facilities

1.2.0 Implementing

1.2.1s Ability to confer with adult education and other administrative and supervisory personnel in the district

1.2.2s Ability to prudently administer the budget, and audit and maintain an accurate record of internal accounts relating to the adult education program

1.2.3s Ability to complete report forms for district and/or state purposes

1.2.4s Ability to supervise the administration of the payroll for adult continuing education teachers

1.2.5s Ability to investigate vandalism or false alarm avoidance or follow-up investigations

1.2.6s Ability to direct staff regarding budget needs and assemble budget request for the adult continuing education program

1.2.7s Ability to administer, create, and up-date insurance programs pertinent to the adult education program

1.2.8s Ability to serve on special administrative groups with the superintendent

1.2.9s Ability to write and make application for funding grants pertinent to the adult education program

1.2.10s Ability to supervise, co-ordinate, or serve as liaison with maintenance staff

1.2.11a Willingness to encourage teachers, supervisors, chairpersons, and members of the community to participate in competition for grant awards

1.2.12s Ability to collaborate and involve others in the execution of plans

1.2.13s Ability to handle and be responsible for money, and distribute and inventory supplies and materials for the adult education program

1.2.14s Ability to assess staffing needs and qualifications for the adult education program

1.2.15s Ability to process purchase requests and/or endorse such requests to the central business office

1.2.16s Technical skill in performing the managerical duties of the role of director of adult continuing education

1.3.0 Evaluating

1.3.1s Ability to carry out a final review of all budgetary requests, long range plans, projection of population growth, building and equipment needs, and personnel recruitment needs as it pertains to the adult education program

1.3.2a Willingness to study the impact of legislative and critic's proposals concerning adult education

1.3.3s Ability to perceive needed changes in administrative procedures and to develop improved procedures

1.3.4s Ability to monitor a maintenance schedule for buildings and grounds repair needs

2.0 Program Philosophy, Purposes, Planning, and Development

2.1.0 Planning

2.1.1k Understanding of the philosophical historical, and legal foundations and structure of American adult education

2.1.2s Ability to develop cooperative programs for utilizing community agency information within the adult education program

2.1.3s Ability to develop clear and measurable adult education program and learning objectives

2.1.4k Knowledge of adult psychology and learning theory with emphasis on the education of adult students

2.1.5k Knowledge of the procedures for securing participation by citizens in shaping the adult education program

2.1.6k Understanding of the purpose and objectives of the American public school system

2.1.7k Understanding of the scientific basis of our culture and the role of technology in our society

2.1.8s Ability to identify available resource personnel and services for the design of curricula

2.1.9k Understanding of the national/international scene and current issues

2.1.10k Understanding of economic principles and current issues in the U.S.

2.1.11s Ability to apply adult learning theory to the process of program development

2.1.12a Willingness to read and study curriculum materials and related publications

2.1.13k Understanding of the importance of planning and problem solving procedures in curriculum development

2.1.14s Ability to differentiate between curriculum and instruction when selecting curricula and developing instructional plans

2.2.0 Implementing

2.2.1s Ability to resolve scheduling conflicts for adult education program events

2.2.2s Ability to encourage and stimulate cooperative planning

2.2.3s Ability to coordinate and facilitate the attainment of the general objectives of the organization and the personal objectives of the staff

2.2.4s Skill in determining objectives, and initiating, directing, and evaluating activities for the accomplishment of the objectives

2.2.5s Ability to prepare year-long master schedules for the adult continuing education program and facilities

2.3.1s Evaluating

2.3.1s Ability and willingness to insure that lines of communication are kept open by soliciting active participatin, questioning, and suggestions for improvement from all adult education program constituencies

2.3.2s Ability to evaluate the adult education program and strive to improve those areas in which the program shows weakness

2.3.3a Willingness to accept ultimate responsibility for the achievement of the educational goals and objectives of the adult continuing education program

2.3.4s Ability to obtain information concerning the adult education program and its problems

2.3.5a Willingness to review new instructional resources for adult education

3.0 Instructional and Support Services

3.1.0 Planning

3.1.1s Ability to coordinate the use of special rooms and facilities for the adult continuind education program

3.1.2k Understanding of and ability to account for the physical needs of the learning process

3.1.3s Ability to arrange for substitute teachers

3.1.4k Understanding of the various forms and procedures of teacher evaluation

3.1.5s Ability to utilize consultants and specialists in solving educational problems involving the adult education program

3.1.6k Knowledge of school building designs and equipment appropriate for adult education programs

3.1.7s Ability to meet with supervisors and/or adult education staff to arrange in-service programs for groups or individual adult education teachers

3.1.8s Ability to inspect work areas in buildings or on grounds

3.1.9s Ability to develop a teacher evaluation and guide

3.1.10k Understanding of the methods of teaching and teaching aids in general and their specific application to adult continuing education

3.1.11s Ability to arrange for speakers, panels, and groups to participate in adult education program events

3.1.12a Willingness to defend the adult education program, its staff, and himself from unwarranted criticism and unjust action

3.1.13s Ability to plan adult continuing education staff meetings

3.1.14s Ability to efficiently utilize and maintain the physical plant for an adult education program

3.2.0 Implementing

3.2.1s Ability to conduct curriculum change and improvement programs with the staff

3.2.2s Ability to orient new teachers to the adult education instructional program and available resources

3.2.3s Ability to observe adult education personnel performance in general program activities

3.2.4s Ability to promote the professional and personal growth of personnel

3.2.5s Ability to schedule and conduct classroom observations including pre-classroom visitation and follow-up conferences, with the adult education staff

3.2.6s Ability to reinforce positive attitudes toward adult learning

3.2.7s Ability to work with adult continuing education teachers having problems with students

3.2.8s Ability to arrange and procure instructional resources for adult continuing education teachers

3.2.9s Ability to make available to the adult education staff, information on conferences, institutes, and workshops involving university, professional, or state education department personnel

3.2.10s Ability to develop a training program geared to the needs of each adult education employee

3.2.11s Ability to conduct special improvement programs for adult continuing education teachers in need of help

3.2.12s Ability to supervise regular security and maintenance operators for the adult continuing education program

3.2.13s Ability to conduct staff meetings and special conferences with the adult education staff and inform them of program progress, activities, and/or special needs

3.2.14s Ability to confer with chairpersons or supervisors on teacher performance

3.3.0 Evaluating

3.3.1s Ability to review lesson plans, unit plans, and program reports

4.0 Program Evaluation

4.1.0 Planning

4.1.1s Ability to provide opportunities for adult learners to participate in curricular evaluation

4.1.2k Knowledge of the procedures for analyzing, interpreting, and evaluating present and past programs in planning future programs

4.2.0 Implementing

4.2.2s Ability to help others in seeing the need for change

4.3.0 Evaluating

4.3.1s Ability to collaborate in assessing the progress, the methods of working, and resulting human relations of those taking part in change

4.3.2s Ability to collect and analyze student performance data

4.3.3sa Ability and willingness to evaluate himself and his subordinates periodically

4.3.4s Ability to evaluate his adult education program and strive to improve those areas in which the program shows weakness

5.0 Student Personnel Services

5.1.0 Planning

5.1.1k Understanding of guidance programs for adult students

5.1.2s Ability to recognize the signs of the potential adult drop-out

5.1.3k Knowledge of the role of personnel services in adult education

5.1.4s Ability to arrange and coordinate an adult student testing program

5.1.5s Ability to develop improved student/staff procedures

5.1.6s Knowledge of the instruments of educational measurement and their use

5.1.7s Ability to develop information sharing processes with community agencies for adult student benefit

5.2.0 Implementing

5.2.1s Ability to help adult students set their learning goals

5.2.2s Ability and willingness to confer with adult students or their representatives on personal, instructional, or teacher-related problems

5.2.3s Ability to encourage the adult learner's growth through supportive communications

5.2.4s Ability to contact police officials with reference to student problems and security

5.3.5s Ability to handle confidential information pertaining to adult students, ethically and professionally

5.2.6s Ability to help adult learners adapt to change

5.2.7s Ability to assist adult learners in developing a positive self-concept by designing success opportunities

5.2.8s Ability to confer with guidance and other student personnel staff

5.2.0 Evaluating

5.3.1s Ability to assist in scholarship selections and other student help programs of community groups

5.3.2s Ability to conduct social service and agency referrals

6.0 Staff Personnel

6.1.0 Planning

6.1.1k Knowledge of negotiations and labor relations laws, policies, and procedures

6.1.2s Ability to remain current and familiar with all aspects of the functions delegated to adult education personnel

6.1.3a Interest in the welfare of the adult education staff

6.1.4k Knowledge of the patterns of relationships among personnel in public school systems

6.1.5k Understanding of the health and safety needs of

6.2.0 Implementing

6.2.1s Ability to assist in the development of negotiations strategies, proposals, and compromises, and advise on the impact of various negotiation proposals

6.2.2s Ability to assist new adult education personnel with employment information

6.2.3s Ability to serve as primary official in grievance procedures brought by adult education personnel

6.2.4s Ability to confer and/or counsel with individual staff members on professional and personal problems

6.2.5s Ability to work within the structure of negotiated agreements

6.2.6s(a) Ability and willingness to maintain an adult education professional staff library

6.2.7s Ability to authorize staff travel, leave of absence, and special function requests

6.2.8s Ability to participate in adult education teacher applications, interviews, and screenings

6.2.9s Ability to resolve staff conflicts

6.2.10s Ability to confer with adult education teachers concerning clerical and/or other service personnel relations

6.2.11s Ability to serve on negotiations teams

6.3.0 Evaluating

6.3.1s Ability to prepare written records of screening and selection procedures concerning adult continuing education teachers

6.3.2s Ability to evaluate staff performance and prepare written recommendations concerning reassignment, retention, promotion, or dismissal

6.3.3s(a) Ability and willingness to confer with other administrators on the screening and selection of adult education staff personnel

6.3.4s Ability to select and assign personnel capable of performing the requirements of the job for which they will ultimately be responsible

7.0 School-Community Relations/Services

7.1.0 Planning

7.1.1k Knowledge of the processes of community organization

7.1.2k Knowledge of community agencies and institutions

7.1.3s Ability to coordinate requests for adult education facility use by outside organizations

7.1.4k Knowledge of the social structure and character of the community

7.1.5s Ability to plan for special community-adult education program events

7.1.6k Knowledge of public relations and publicity techniques and procedures for informing the community about the adult education program and activities

7.1.1sa Ability and willingness to organize a citizen advisory committee, and to cooperate with them in the study and solution of adult education related problems

7.1.8k Understanding of the various mechanical and technical procedures necessary for preparing newsletters

7.1.9sa Ability and willingness to attend civic and business group meetings to stimulate interest in and to promote the adult education program

7.2.0 Implementing

7.2.1s Ability to develop and maintain informal relations with community agency leaders and representatives, and other members of the community

7.2.2a Willingness to become involved and actively participate in local, area, state, or national professional organizations and interest groups

7.2.3a Willingness to encourage interested persons to visit the adult continuing education program

7.2.4s Ability to involved community, staff and student population in the adult education activities

7.2.5s Ability to serve as district representative on adult continuing education regional planning groups

7.3.0 Evaluating

7.3.1s Ability to gather and interpret pertinent data and information about the community

8.0 Research

8.1.0 Planning

8.1.1k Understanding of educational research and statistics

8.2.0 Implementing

8.2.1s Ability to apply research techniques to the solving of problems in adult education

8.2.2s Ability to interpret, evaluate, use, plan, and conduct pertinent research in adult education

8.3.0 Evaluating

Appendix E

Survey Instrument X & Y

and

Letters of Introduction

THE UNIVERSITY AT ALBANY
Adult Education Project
Richardson Hall 385
135 Western Avenue
Albany, New York 12222

May 5, 1977

Dear Adult Continuing Education Director:

Enclosed please find a survey listing the competencies considered to be necessary for the training of adult continuing education directors. The Adult Education Project (SUNYA), in conjunction with the Division of Adult Continuing Education (SED), is interested in having your input as to the priority rating you would apply to these statements. If you could take a few minutes to complete this survey, it would be greatly appreciated.

The survey is comprised of several statements of knowledges, skills, and attitudes pertaining to the role of director. The statements have been categorized in the role areas by a panel of twelve adult educators in New York State.

The purpose of this survey is to obtain a priority rating of these statements from those persons presently holding the title of director of adult continuing education. The results of this survey will be used to develop a curriculum for a masters degree program in administration of adult continuing education.

Thank you for your time and consideration. Your response is greatly appreciated.

Sincerely,

Jerry A. Rice
Coordinator

J. Anthony Bosco
Project Director

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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

ASSISTANT COMMISSIONER
FOR OCCUPATIONAL AND
CONTINUING EDUCATION

DIVISION OF CONTINUING EDUCATION
518 474-5808

Dear Adult Educator:

The Division of Continuing Education is supporting the development of a graduate program at the State University of New York at Albany for administrators of adult education programs.

This graduate program will be competency-based and an advisory board of adult education administrators, teachers, Division of Continuing Education staff and University personnel has reviewed and refined competencies to form the basis of the program.

At this point in the development of this program, the State University at Albany is asking randomly selected Directors of Continuing Education to respond to this listing of competencies.

Your cooperation with this endeavor will help to ensure that this program is relevant to the needs of New York State adult education administrators and your cooperation will be appreciated.

Sincerely,

Mary L. Reiss

Mary L. Reiss

Survey Form X.

GENERAL INFORMATION

Directions: Please complete the following questions pertaining to personal and program data.

Personal Data:

I. Sex __1. Male __2. Female

II. Age

__1. 20-30
__2. 31-40
__3. 41-50
__4. 51-60
__5. 61-70

III. Position Title

__1. Director
__2. Ass't Director
__3. Ass't Superintendent
__4. Superintendent
__5. Principal

IV. Job Status

__1. Full Time
__2. Part Time

V. Length of Time in Present Position

__1. 1-5 years
__2. 6-10 "
__3. 11-15 "
__4. 16-20 "
__5. 21+ "

VI. Highest Degree Held (check one)

__1. Bachelors
__2. Masters
__3. Doctorate
__4. Other (specify)_____

VII. Credit Hours in Adult Education

__1. None
__2. 1-6
__3. 7-12
__4. 13-18
__5. Degree in Adult Education

VIII. Certification Area

__1. Elementary
__2. Secondary

Program Data:

IX. Size of Program (check one)

__1. 1-100
__2. 101-200
__3. 201-300
__4. 301-400
__5. 401+

X. Major Source of Funding

__1. LEA
__2. SED
__3. VEA
__4. Other (specify)_____

XI. Type of Program in Which Largest Number of Students Are Enrolled

__1. ABE/GED
__2. Avocational
__3. Vocational
__4. College Preparatory

XII. Approximate Income Level of Clients Served

__1. $ 2,000- 5,000
__2. $ 5,000- 8,000
__3. $ 8,000-11,000
__4. $11,000-15,000
__5. $15,000+

Today's Date_____

(X)

Purpose

The purpose of this inventory is to determine what knowledge, skill, and attitude competence an administrator of adult education should have.

Directions:

On the following pages are statements of knowledge, skill, and attitude which may be needed by directors of adult education programs. For each item indicate the degree of competence you feel a director should have.

Your response will be marked on a scale provided for each statement, as illustrated below. On the scale, circle the single number which comes closest to your perception. "0" indicates no competence, and "7" indicates complete competence. The number "9" is provided for you to indicate those statements you feel are perhaps relevant but poorly stated or incorrect in some way.

Example:

To what degree SHOULD an adult education director have (a) (an)

Strong commitment to adult education 0 1 2 3 4 (5) 6 7. . 9

In the above example "5" is circled, indicating that the person who responded rates this ability high on the scale, yet does not feel that complete competence is needed.

IMPORTANT:

- Please select only one response
- There are no wrong or right responses
- Please respond to all statements

To what degree should an adult education director have (a) (an)

		▪							+	
1.	Belief in the inter-dependence of people	0	1	2	3	4	5	6	7.	. 9
2.	Awareness of the democratic aspiration and the humanistic traditions	0	1	2	3	4	5	6	7.	. 9
3.	Understanding of the nature and importance of communication and group process	0	1	2	3	4	5	6	7.	. 9
4.	Honest, integrity, tact, loyalty as exhibited in a basic philosophy of life	0	1	2	3	4	5	6	7.	. 9
5.	Understanding of himself so as to understand the interaction that his prejudices and values have upon his own judgments and action	0	1	2	3	4	5	6	7.	. 9
6.	Disposition to co-operate with other people in planning, executing, and evaluating courses of action	0	1	2	3	4	5	6	7.	. 9
7.	Understanding of the dynamics of human relations	0	1	2	3	4	5	6	7.	. 9
8.	A strong commitment to adult education	0	1	2	3	4	5	6	7.	. 9
9.	A commitment for continuous learning	0	1	2	3	4	5	6	7.	. 9
10.	Self direction that enables him to assume responsibilities consistent with his values and skills	0	1	2	3	4	5	6	7.	. 9
11.	Ability to present, explain, or clarify ideas in person-to-person and in group situations	0	1	2	3	4	5	6	7.	. 9
12.	Self-direction that enables him to establish and maintain wholesome and satisfactory relationships	0	1	2	3	4	5	6	7.	. 9
13.	Ability to apply leadership in group activities as a status leader or as a participant	0	1	2	3	4	5	6	7.	. 9

To what degree should an adult education director have (a) (an)

		-							+	
14.	Willingness to devote extra time to the adult education program and its activities	0	1	2	3	4	5	6	7.	. 9
15.	Ability to deal equitably with all individuals and groups	0	1	2	3	4	5	6	7.	. 9
16.	Ability to conduct meeting and conferences and direct group discussions	0	1	2	3	4	5	6	7.	. 9
17.	Ability to effectively communicate with others utilizing a variety of communicative techniques	0	1	2	3	4	5	6	7.	. 9
18.	Ability and willingness to be on call to solve, or aid in the solving of an emergency	0	1	2	3	4	5	6	7.	. 9
19.	Social sensitivity and readiness to respond positively to members of all social, economic, and ethnic groups	0	1	2	3	4	5	6	7.	. 9
20.	Ability to accept criticism gracefully	0	1	2	3	4	5	6	7.	. 9
21.	Tendency to think and inquire into problems of human concern	0	1	2	3	4	5	6	7.	. 9
22.	Knowledge of basic principles, practices and procedures for organizing, administering and operating adult education programs in public school systems	0	1	2	3	4	5	6	7.	. 9
23.	Understanding of the aims, objectives, program methods, materials, organizational structure, and major issues and recent recommendations in the field of adult education in the United States	0	1	2	3	4	5	6	7.	. 9
24.	Understanding of the legal structure of education in general with emphasis on specific issues in adult continuing education	0	1	2	3	4	5	6	7.	. 9
25.	Understanding of computer technology and its utilization	0	1	2	3	4	5	6	7.	. 9

To what degree should an adult education director have (a) (an)

26.	Ability to organize an activity and execute or oversee the implementation of the plan	0 1 2 3 4 5 6 7. . 9
27.	Willingness to be responsible for the welfare and safety of persons involved in adult program related events	0 1 2 3 4 5 6 7. . 9
28.	Ability to identify with school board policy and its relationship to the adult education program	0 1 2 3 4 5 6 7. . 9
29.	Familiarity with school board policy before making public statements or taking action	0 1 2 3 4 5 6 7. . 9
30.	Ability to interpret the status, needs, problems, policies, and plans of the school district as they relate to the adult continuing education program	0 1 2 3 4 5 6 7. . 9
31.	Ability to develop policy formulation for the adult education program with central administration and teachers	0 1 2 3 4 5 6 7. . 9
32.	Understanding of the important requirements of jobs under his supervision	0 1 2 3 4 5 6 7. . 9
33.	Ability to delegate organizational functions to appropriate adult education personnel	0 1 2 3 4 5 6 7. . 9
34.	Knowledge of funding sources for the adult continuing education program	0 1 2 3 4 5 6 7. . 9
35.	Ability to perceive needed changes in procedures for clerical and custodial tasks, and to develop improved procedures	0 1 2 3 4 5 6 7. . 9
36.	Ability to develop a maintenance plan for buildings and grounds repair needs	0 1 2 3 4 5 6 7. . 9

To what degree should an adult education director have (a) (an)

		−							+	
37.	Ability to meet with central administration to justify and advise concerning long-range personnel and budget needs for the adult continuing education program	0	1	2	3	4	5	6	7.	. 9
38.	Knowledge of finance and business management procedures in general, and as they are related to adult education	0	1	2	3	4	5	6	7.	. 9
39.	Ability to assist in the development of policy and specifications for the utilization of adult education funds and facilities	0	1	2	3	4	5	6	7.	. 9
40.	Ability to confer with adult education and other administrative and supervisory personnel in the district	0	1	2	3	4	5	6	7.	. 9
41.	Ability to prudently administer the budget, and audit and maintain an accurate record of internal accounts relating to the adult education program	0	1	2	3	4	5	6	7.	. 9
42.	Ability to complete report forms for district and/or state purposes	0	1	2	3	4	5	6	7.	. 9
43.	Ability to supervise the administration of the payroll for adult continuing education teachers	0	1	2	3	4	5	6	7.	. 9
44.	Ability to investigate vandalism or false alarm avoidance or follow-up investigations	0	1	2	3	4	5	6	7.	. 9
45.	Ability to direct staff regarding budget needs and assemble budget requests for the adult continuing education program	0	1	2	3	4	5	6	7.	. 9
46.	Ability to administer, create, and up-date insurance programs pertinent to the adult education program	0	1	2	3	4	5	6	7.	. 9
47.	Ability to serve on special administrative groups with the superintendent	0	1	2	3	4	5	6	7.	. 9

To what degree should an adult education director have (a) (an)

		−							+
48.	Ability to write and make application for funding grants pertinent to the adult education program	0	1	2	3	4	5	6	7. . 9
49.	Ability to supervise, co-ordinate, or serve as liaison with maintenance staff	0	1	2	3	4	5	6	7. . 9
50.	Willingness to encourage teachers, supervisors, chairpersons, and members of the community to participate in competition for grant awards	0	1	2	3	4	5	6	7. . 9
51.	Ability to collaborate and involve others in the execution of plans	0	1	2	3	4	5	6	7. . 9
52.	Ability to handle and be responsible for money, and distribute and inventory supplies and materials for the adult education program	0	1	2	3	4	5	6	7. . 9
53.	Ability to assess staffing needs and qualifications for the adult education program	0	1	2	3	4	5	6	7. . 9
54.	Ability to process purchase requests and/or endorse such requests to the central business office	0		2	3	4	5	6	7. . 9
55.	Technical skill in performing the managerial duties of the role of director of adult continuing education	0	1	2	3	4	5	6	7. . 9
56.	Ability to carry out a final review of all budgetary requests, long range plans, projection of population growth, building and equipment needs, and personnel recruitment needs as it pertains to the adult education program	0	1	2	3	4	5	6	7. . 9
57.	Willingness to study the impact of legislative and critic's proposals concerning adult education	0	1	2	3	4	5	6	7. . 9
58.	Ability to perceive needed changes in adminstrative procedures and to develop improved procedures	0	1	2	3	4	5	6	7. . 9

To what degree should an adult education director have (a) (an)

		−						+	
59.	Ability to monitor a maintenance schedule for buildings and grounds repair needs	0	1	2	3	4	5	6	7. . 9
60.	Understanding of the philosophical historical, and legal foundations and structure of American adult education	0	1	2	3	4	5	6	7. . 9
61.	Ability to develop co-operative programs for utilizing community agency information within the adult education program	0	1	2	3	4	5	6	7. . 9
62.	Ability to develop clear and measurable adult education program and learning objectives	0	1	2	3	4	5	6	7. . 9
63.	Knowledge of adult psychology and learning theory with emphasis on the education of adult students	0	1	2	3	4	5	6	7. . 9
64.	Knowledge of the procedures for securing participation by citizens in shaping the adult education program	0	1	2	3	4	5	6	7. . 9
65.	Understanding of the purpose and objectives of the American public school system	0	1	2	3	4	5	6	7. . 9
66.	Understanding of the scientific basis of our culture and the role of technology in our society	0	1	2	3	4	5	6	7. . 9
67.	Ability to identify available resource personnel and services for the design of curricula	0	1	2	3	4	5	6	7. . 9
68.	Understanding of the national/ international scene and current issues	0	1	2	3	4	5	6	7. . 9
69.	Understanding of economic principles and current issues in the U.S.	0	1	2	3	4	5	6	7. . 9
70.	Ability to apply adult learning theory to the process of program development	0	1	2	3	4	5	6	7. . 9
71.	Willingness to read and study curriculum materials and related publications	0	1	2	3	4	5	6	7. . 9

To what degree should and adult education director have (a) (an)

		−							+	
72.	Understanding of the importance of planning and problem solving procedures in curriculum development	0	1	2	3	4	5	6	7.	. 9
73.	Ability to differentiate between curriculum and instruction when selecting curricula and developing instructional plans	0	1	2	3	4	5	6	7.	. 9
74.	Ability to resolve scheduling conflicts for adult education program events	0	1	2	3	4	5	6	7.	. 9
75.	Ability to encourage and stimulate cooperative planning	0	1	2	3	4	5	6	7.	. 9
76.	Ability to co-ordinate and facilitate the attainment of the general objectives of the organization and the personal objectives of the staff	0	1	2	3	4	5	6	7.	. 9
77.	Skill in determining objectives, and initiating, directing, and evaluating activities for the accomplishment of the objectives	0	1	2	3	4	5	6	7.	. 9
78.	Ability to prepare year-long master schedules for the adult continuing education program and facilities	0	1	2	3	4	5	6	7.	. 9
79.	Ability and willingness to insure that lines of communication are kept open by soliciting active participation, questioning, and suggestions for improvement from all adult education program constituencies	0	1	2	3	4	5	6	7.	. 9
80.	Ability to evaluate the adult education program and strive to improve those areas in which the program shows weakness	0	1	2	3	4	5	6	7.	. 9
81.	Willingness to accept ultimate responsibility for the achievement of the educational goals and objectives of the adult continuing education program	0	1	2	3	4	5	6	7.	. 9

To what degree should an adult education director have (a) (an)

		-						+
82.	Ability to obtain information concerning the adult education program and its problems	0	1	2	3	4	5	6	7. . 9
83.	Willingness to review new instructional resources for adult education	0	1	2	3	4	5	6	7. . 9
84.	Ability to co-ordinate the use of special rooms and facilities for the adult continuing education program	0	1	2	3	4	5	6	7. . 9
85.	Understanding of and ability to account for the physical needs of the learning process	0	1	2	3	4	5	6	7. . 9
86.	Ability to arrange for substitute teachers	0	1	2	3	4	5	6	7. . 9
87.	Understanding of the various forms and procedures of teacher evaluation	0	1	2	3	4	5	6	7. . 9
88.	Ability to utilize consultants and specialists in solving educational problems involving the adult education program	0	1	2	3	4	5	6	7. . 9
89.	Knowledge of school building designs and equipment appropriate for adult education programs	0	1	2	3	4	5	6	7. . 9
90.	Ability to meet with supervisors and/or adult education staff to arrange in-service programs for groups or individual adult education teachers	0	1	2	3	4	5	6	7. . 9
91.	Ability to inspect work areas in buildings or on grounds	0	1	2	3	4	5	6	7. . 9
92.	Ability to develop a teacher evaluation and guide	0	1	2	3	4	5	6	7. . 9
93.	Understanding of the methods of teaching and teaching aids in general and their specific application to adult continuing education	0	1	2	3	4	5	6	7. . 9

To what degree should an adult education director have (a) (an)

		■						+	
94.	Ability to arrange for speakers panels, and groups to participate in adult education program events	0	1	2	3	4	5	6	7. . 9
95.	Willingness to defend the adult education program, its staff, and himself from unwarranted criticism and unjust action	0	1	2	3	4	5	6	7. . 9
96.	Ability to plan adult continuing education staff meetings	0	1	2	3	4	5	6	7. . 9
97.	Ability to efficiently utilize and maintain the physical plant for an adult education program	0	1	2	3	4	5	6	7. . 9
98.	Ability to conduct curriculum change and improvement programs with the staff	0	1	2	3	4	5	6	7. . 9
99.	Ability to orient new teachers to the adult education instructional program and available resources	0	1	2	3	4	5	6	7. . 9
100.	Ability to observe adult education personnel performance in general program activities	0	1	2	3	4	5	6	7. . 9
101.	Ability to promote the professional and personal growth of personnel	0	1	2	3	4	5	6	7. . 9
102.	Ability to schedule and conduct classroom observations, including pre-classroom visitation and follow-up conferences, with the adult education staff	0	1	2	3	4	5	6	7. . 9
103.	Ability to reinforce positive attitudes toward adult learning	0	1	2	3	4	5	6	7. . 9
104.	Ability to work with adult continuing education teachers having problems with students	0	1	2	3	4	5	6	7. . 9
105.	Ability to arrange and procure instructional resources for adult continuing education teachers	0	1	2	3	4	5	6	7. . 9

To what degree should an adult education director have (a) (an)

		−							+	
106.	Ability to make available to the adult education staff, information on conferences, institutes, and workshops involving university, professional, or state education department personnel	0	1	2	3	4	5	6	7.	. 9
107.	Ability to develop a training program geared to the needs of each adult education employee	0	1	2	3	4	5	6	7.	. 9
108.	Ability to conduct special improvement programs for adult continuing education teachers in need of help	0	1	2	3	4	5	6	7.	. 9
109.	Ability to supervise regular security and maintenance operators for the adult continuing education program	0	1	2	3	4	5	6	7.	. 9
110.	Ability to conduct staff meetings and special conferences with the adult education staff and inform them of program progress, activities, and/or special needs	0	1	2	3	4	5	6	7.	. 9
111.	Ability to confer with chairpersons or supervisors on teacher performance	0	1	2	3	4	5	6	7.	. 9
112.	Ability to review lesson plans, unit plans, and program reports	0	1	2	3	4	5	6	7.	. 9
113.	Ability to provide opportunities for adult learners to participate in curricular evaluation	0	1	2	3	4	5	6	7.	. 9
114.	Knowledge of the procedures for analyzing, interpreting, and evaluating present and past programs in planning future programs	0	1	2	3	4	5	6	7.	. 9
115.	Ability to help others in seeing the need for change	0	1	2	3	4	5	6	7.	. 9
116.	Ability to collaborate in assessing the progress, the methods of working, and resulting human relations of those taking part in change	0	1	2	3	4	5	6	7.	. 9

To what degree should an adult education director have (a) (an)

		−							+	
117.	Ability to collect and analyze student performance data	0	1	2	3	4	5	6	7. .	9
118.	Ability and willingness to evaluate himself and his subordinates periodically	0	1	2	3	4	5	6	7. .	9
119.	Ability to evaluate his adult education program and strive to improve those areas in which the program shows weakness	0	1	2	3	4	5	6	7. .	9
120.	Understanding of guidance programs for adult students	0	1	2	3	4	5	6	7. .	9
121.	Ability to recognize the signs of the potential adult drop-out	0	1	2	3	4	5	6	7. .	9
122.	Knowledge of the role of personnel services in adult education	0	1	2	3	4	5	6	7. .	9
123.	Ability to arrange and co-ordinate an adult student testing program	0	1	2	3	4	5	6	7. .	9
124.	Ability to develop improved student/staff procedures	0	1	2	3	4	5	6	7. .	9
125.	Knowledge of the instruments of educational measurement and their use	0	1	2	3	4	5	6	7. .	9
126.	Ability to develop information sharing processes with community agencies for adult student benefit	0	1	2	3	4	5	6	7. .	9
127.	Ability to help adult students set their learning goals	0	1	2	3	4	5	6	7. .	9
128.	Ability and willingness to confer with adult students or their representatives on personal, instructional, or teacher-related problems	0	1	2	3	4	5	6	7. .	9
129.	Ability to encourage the adult learner's growth through supportive communications	0	1	2	3	4	5	6	7. .	9
130.	Ability to contact police officials with reference to student problems and security	0	1	2	3	4	5	6	7. .	9

To what degree should an adult education director have (a) (an)

131.	Ability to handle confidential information pertaining to adult students, ethically and professionally	0 1 2 3 4 5 6 7. . 9
132.	Ability to help adult learners adapt to change	0 1 2 3 4 5 6 7. . 9
133.	Ability to assist adult learners in developing a positive self-concept by designing success opportunities for each learner	0 1 2 3 4 5 6 7. . 9
134.	Ability to confer with guidance and other student personnel staff	0 1 2 3 4 5 6 7. . 9
135.	Ability to assist in scholarship selections and other student help programs of community groups	0 1 2 3 4 5 6 7. . 9
136.	Ability to conduct social service and agency referrals	0 1 2 3 4 5 6 7. . 9
137.	Knowledge of negotiations and labor relations laws, policies, and procedures	0 1 2 3 4 5 6 7. . 9
138.	Ability to remain current and familiar with all aspects of the functions delegated to adult education personnel	0 1 2 3 4 5 6 7. . 9
139.	Interest in the welfare of the adult education staff	0 1 2 3 4 5 6 7. . 9
140.	Knowledge of the patterns of relationships among personnel in public school systems	0 1 2 3 4 5 6 7. . 9
141.	Understanding of the health and safety needs of teachers and adult students	0 1 2 3 4 5 6 7. . 9
142.	Ability to assist in the development of negotiations strategies, proposals, and compromises, and advise on the impact of various negotiation proposals	0 1 2 3 4 5 6 7. . 9
143.	Ability to assist new adult education personnel with employment information	0 1 2 3 4 5 6 7. . 9

To what degree should an adult education director have (a) (an)

		−							+	
144.	Ability to serve as primary official in grievance procedures brought by adult education personnel	0	1	2	3	4	5	6	7. .	9
145.	Ability to confer and/or counsel with individual staff members on professional and personal problems	0	1	2	3	4	5	6	7. .	9
146.	Ability to work within the structure of negotiated agreements	0	1	2	3	4	5	6	7. .	9
147.	Ability and willingness to maintain an adult education professional staff library	0	1	2	3	4	5	6	7. .	9
148.	Ability to authorize staff travel, leave of absence, and special function requests	0	1	2	3	4	5	6	7. .	9
149.	Ability to participate in adult education teacher applications, interviews, and screenings	0	1	2	3	4	5	6	7. .	9
150.	Ability to resolve staff conflicts	0	1	2	3	4	5	6	7. .	9
151.	Ability to confer with adult education teachers concerning clerical and/or other service personnel relations	0	1	2	3	4	5	6	7. .	9
152.	Ability to serve on negotiations teams	0	1	2	3	4	5	6	7. .	9
153.	Ability to prepare written records of screening and selection procedures concerning adult continuing education teachers	0	1	2	3	4	5	6	7. .	9
154.	Ability to evaluate staff performance and prepare written recommendations concerning reassignment, retention, promotion, or dismissal	0	1	2	3	4	5	6	7. .	9
155.	Ability and willingness to confer with other administrators on the screening and selection of adult education staff personnel	0	1	2	3	4	5	6	7. .	9

To what degree should an adult education director have (a) (an)

156.	Ability to select and assign personnel capable of performing the requirements of the job for which they will ultimately be responsible	0 1 2 3 4 5 6 7. . 9
157.	Knowledge of the processes of community organization	0 1 2 3 4 5 6 7. . 9
158.	Knowledge of community agencies and institutions	0 1 2 3 4 5 6 7. . 9
159.	Ability to co-ordinate requests for adult education facility use by outside organizations	0 1 2 3 4 5 6 7. . 9
160.	Knowledge of the social structure and character of the community	0 1 2 3 4 5 6 7. . 9
161.	Ability to plan for special community-adult education program events	0 1 2 3 4 5 6 7. . 9
162.	Knowledge of public relations and publicity techniques and procedures for informing the community about the adult education program and activities	0 1 2 3 4 5 6 7. . 9
163.	Ability and willingness to organize a citizen advisory committee, and to co-operate with them in the study and solution of adult education related problems	0 1 2 3 4 5 6 7. . 9
164.	Understanding of the various mechanical and technical procedures necessary for preparing newsletters	0 1 2 3 4 5 6 7. . 9
165.	Ability and willingness to attend civic and business group meetings to stimulate interest in and to promote the adult education program	0 1 2 3 4 5 6 7. . 9
166.	Ability to develop and maintain informal relations with community agency leaders and representatives, and other mambers of the community	0 1 2 3 4 5 6 7. . 9

To what degree should an adult education director have (a) (an)

167.	Willingness to become involved and actively participate in local, area, state, or national professional organizations and interest groups	0 1 2 3 4 5 6 7+ . . 9
168.	Willingness to encourage interested persons to visit the adult continuing education program	0 1 2 3 4 5 6 7. . 9
169.	Ability to involved community, staff and student population in the adult education activities	0 1 2 3 4 5 6 7. . 9
170.	Ability to serve as district representative on adult continuing education regional planning groups	0 1 2 3 4 5 6 7. . 9
171.	Ability to gather and interpret pertinent data and information about the community	0 1 2 3 4 5 6 7. . 9
172.	Understanding of educational research and statistics	0 1 2 3 4 5 6 7. . 9
173.	Ability to apply research techniques to the solving of problems in adult education	0 1 2 3 4 5 6 7. . 9
174.	Ability to interpret, evaluate, use, plan, and conduct pertinent research in adult education	0 1 2 3 4 5 6 7. . 9

Please identify any other abilities which you feel should be included:

1. _____
   _____
   _____

2. _____
   _____
   _____

3. _____
   _____
   _____

Survey Form Y.

GENERAL INFORMATION

Directions: Please complete the following questions pertaining to personal and program data.

Personal Data:

I. Sex __1. Male __2. Female

II. Age

__1. 20-30
__2. 31-40
__3. 41-50
__4. 51-60
__5. 61-70

III. Position Title

__1. Director
__2. Ass't Director
__3. Ass't Superintendent
__4. Superintendent
__5. Principal

IV. Job Status

__1. Full Time
__2. Part Time

V. Length of Time in Present Position

__1. 1-5 years
__2. 6-10 "
__3. 11-15 "
__4. 16-20 "
__5. 21+ "

VI. Highest Degree Held (check one)

__1. Bachelors
__2. Masters
__3. Doctorate
__4. Other (specify)_____

VII. Credit Hours in Adult Education

__1. None
__2. 1-6
__3. 7-12
__4. 13-18
__5. Degree in Adult Education

VIII. Certification Area

__1. Elementary
__2. Secondary

Program Data:

IX. Size of Program (check one)

__1. 1-100
__2. 101-200
__3. 201-300
__4. 301-400
__5. 401+

X. Major Source of Funding

__1. LEA
__2. SED
__3. VEA
__4. Other (specify)_____

XI. Type of Program in Which Largest Number of Students Are Enrolled

__1. ABE/GED
__2. Avocational
__3. Vocational
__4. College Preparatory

XII. Approximate Income Level of Clients Served

__1. $ 2,000- 5,000
__2. $ 5,000- 8,000
__3. $ 8,000-11,000
__4. $11,000-15,000
__5. $15,000+

Today's Date_____

To what degree do you have (a) (an)

		-						+	
1.	Belief in the inter-dependence of people	0	1	2	3	4	5	6	7. . 9
2.	Awareness of the democratic aspiration and the humanistic traditions	0	1	2	3	4	5	6	7. . 9
3.	Understanding of the nature and importance of communication and group process	0	1	2	3	4	5	6	7. . 9
4.	Honest, integrity, tact, loyalty as exhibited in a basic phil-osophy of life	0	1	2	3	4	5	6	7. . 9
5.	Understanding of himself so as to understand the interaction that his prejudices and values have upon his own judgements and action	0	1	2	3	4	5	6	7. . 9
6.	Disposition to co-operate with other people in planning, execut-ing, and evaluating courses of action	0	1	2	3	4	5	6	7. . 9
7.	Understanding of the dynamics of human relations	0	1	2	3	4	5	6	7. . 9
8.	A strong commitment to adult education	0	1	2	3	4	5	6	7. . 9
9.	A commitment for continuous learn-ing	0	1	2	3	4	5	6	7. . 9
10.	Self direction that enables hin to assume responsibilities con-sistent with his values and skills	0	1	2	3	4	5	6	7. . 9
11.	Ability to present, explain, or clarify ideas in person-to-person and in group situations	0	1	2	3	4	5	6	7. . 9
12.	Self- direction that enables him to establish and maintain whole-some and satisfactory relation-ships	0	1	2	3	4	5	6	7. . 9
13.	Ability to apply leadership in group activities as a status leader or as a participant	0	1	2	3	4	5	6	7. . 9

(Y)

Purpose

The purpose of this inventory is to determine the degree of competence which administrators of adult education programs presently have.

Directions:

On the following pages are statements of knowledge, skill and attitude which may be needed by directors of adult education programs. For each item indicate the degree of competence you feel you have now.

Your response will be marked on a scale provided for each statement, as indicated below. On the scale circle the single number which comes closest to your perception. "0" indicates no competence and "7" indicates complete competence. The number "9" is provided for you to indicate those statements you feel are perhaps relevant but poorly stated or incorrect in some way.

Example:
To what degree do you have (a) (an)

Strong commitment to adult education 0 1 2 3 4 (5) 6 7. . 9

In the above example "5" is circled, indicating that the person who responded feels that he is high in this area, yet does not feel that complete competence has been achieved.

IMPORTANT:

- Please select only one response
- There are no wrong or right responses
- Please respond to all statements

To what degree do you have (a) (an)

	-							+	
14. Willingness to devote extra time to the adult education program and its activities	0	1	2	3	4	5	6	7. .	9
15. Ability to deal equitably with all individuals and groups	0	1	2	3	4	5	6	7. .	9
16. Ability to conduct meeting and conferences and direct group discussions	0	1	2	3	4	5	6	7. .	9
17. Ability to effectively communicate with others utilizing a variety of communicative techniques	0	1	2	3	4	5	6	7. .	9
18. Ability and willingness to be on call to solve, or aid in the solving of an emergency	0	1	2	3	4	5	6	7. .	9
19. Social sensitivity and readiness to respond positively to members of all social economic, and ethnic groups	0	1	2	3	4	5	6	7. .	9
20. Ability to accept criticism gracefully	0	1	2	3	4	5	6	7. .	9
21. Tendency to think and inquire into problems of human concern	0	1	2	3	4	5	6	7. .	9
22. Knowledge of basic principles, practices and procedures for organizing, administering and operating adult education programs in public school systems	0	1	2	3	4	5	6	7. .	9
23. Understanding of the aims, objectives, program methods, materials, organizational structure, and major issues and recent recommendations in the field of adult education in the United States	0	1	2	3	4	5	6	7. .	9
24. Understanding of the legal structure of education in general with emphasis on specific issues in adult continuing education	0	1	2	3	4	5	6	7. .	9
25. Understanding of computer technology and its utilization	0	1	2	3	4	5	6	7. .	9

To what degree do you have (a) (an)

	-							+	
26. Ability to organize an activity and execute or oversee the implementation of the plan	0	1	2	3	4	5	6	7.	. 9
27. Willingness to be responsible for the welfare and safety of persons involved in adult program related events	0	1	2	3	4	5	6	7.	. 9
28. Ability to identify with school board policy and its relationship to the adult education program	0	1	2	3	4	5	6	7.	. 9
29. Familiarity with school board policy before making public statements or taking action	0	1	2	3	4	5	6	7.	. 9
30. Ability to interpret the status, needs, problems, policies, and plans of the school district as they relate to the adult continuing education program	0	1	2	3	4	5	6	7.	. 9
31. Ability to develop policy formulation for the adult education program with central administration and teachers	0	1	2	3	4	5	6	7.	. 9
32. Understanding of the important requirements of jobs under his supervision	0	1	2	3	4	5	6	7.	. 9
33. Ability to delegate organizational functions to appropriate adult education personnel	0	1	2	3	4	5	6	7.	. 9
34. Knowledge of funding sources for the adult continuing education program	0	1	2	3	4	5	6	7.	. 9
35. Ability to perceive needed changes in procedures for clerical and custodial tasks, and to develop improved procedures	0	1	2	3	4	5	6	7.	. 9
36. Ability to develop a maintenance plan for buildings and grounds repair needs	0	1	2	3	4	5	6	7.	. 9

To what degree do you have (a) (an)

	-							+	
37. Ability to meet with central administration to justify and advise concerning long-range personnel and budget needs for the adult continuing education program	0	1	2	3	4	5	6	7.	. 9
38. Knowledge of finance and business management procedures in general, and as they are related to adult education	0	1	2	3	4	5	6	7.	. 9
39. Ability to assist in the development of policy and specifications for the utilization of adult education funds and facilities	0	1	2	3	4	5	6	7.	. 9
40. Ability to confer with adult education and other administrative and supervisory personnel in the district	0	1	2	3	4	5	6	7.	. 9
41. Ability to prudently administer the budget, and audit and maintain an accurate record of internal accounts relating to the adult education program	0	1	2	3	4	5	6	7.	. 9
42. Ability to complete report forms for district and/or state purposes	0	1	2	3	4	5	6	7.	. 9
43. Ability to supervise the administration of the payroll for adult continuing education teachers	0	1	2	3	4	5	6	7.	. 9
44. Ability to investigate vandalism or false alarm avoidance or follow-up investigations	0	1	2	3	4	5	6	7.	. 9
45. Ability to direct staff regarding budget needs and assemble budget requests for the adult continuing education program	0	1	2	3	4	5	6	7.	. 9
46. Ability to administer, create, and up-date insurance programs pertinent to the adult education program	0	1	2	3	4	5	6	7.	. 9
47. Ability to serve on special administrative groups with the superintendent	0	1	2	3	4	5	6	7.	. 9

To what degree do you have (a) (an)

	-							+	
48. Ability to write and make application for funding grants pertinent to the adult education program	0	1	2	3	4	5	6	7.	. 9
49. Ability to supervise, co-ordinate, or serve as liaison with maintenance staff	0	1	2	3	4	5	6	7.	. 9
50. Willingness to encourage teachers, supervisors, chairpersons, and members of the community to participate in competition for grant awards	0	1	2	3	4	5	6	7.	. 9
51. Ability to collaborate and involve others in the execution of plans	0	1	2	3	4	5	6	7.	. 9
52. Ability to handle and be responsible for money, and distribute and inventory supplies and materials for the adult education program	0	1	2	3	4	5	6	7.	. 9
53. Ability to assess staffing needs and qualifications for the adult education program	0	1	2	3	4	5	6	7.	. 9
54. Ability to process purchase requests and/or endorse such requests to the central business office	0	1	2	3	4	5	6	7.	. 9
55. Technical skill in performing the managerial duties of the role of director of adult continuing education	0	1	2	3	4	5	6	7.	. 9
56. Ability to carry out a final review of all budgetary requests, long range plans, projection of population growth, building and equipment needs, and personnel recruitment needs as it pertains to the adult education program	0	1	2	3	4	5	6	7.	. 9
57. Willingness to study the impact of legislative and critic's proposals concerning adult education	0	1	2	3	4	5	6	7.	. 9
58. Ability to perceive needed changes in administrative procedures and to develop improved procedures	0	1	2	3	4	5	6	7.	. 9

To what degree do you have (a) (an)

	-							+	
59. Ability to monitor a maintenance schedule for buildings and grounds repair needs	0	1	2	3	4	5	6	7.	. 9
60. Understanding of the philosophical historical, and legal foundations and structure of American adult education	0	1	2	3	4	5	6	7.	. 9
61. Ability to develop co-operative programs for utilizing community agency information within the adult education program	0	1	2	3	4	5	6	7.	. 9
62. Ability to develop clear and measurable adult education program and learning objectives	0	1	2	3	4	5	6	7.	. 9
63. Knowledge of adult psychology and learning theory with emphasis on the education of adult students	0	1	2	3	4	5	6	7.	. 9
64. Knowledge of the procedures for securing participation by citizens in shaping the adult education program	0	1	2	3	4	5	6	7.	. 9
65. Understanding of the purpose and objectives of the American public school system	0	1	2	3	4	5	6	7.	. 9
66. Understanding of the scientific basis of our culture and the role of technology in our society	0	1	2	3	4	5	6	7.	. 9
67. Ability to identify available resources personnel and services for the design of curricula	0	1	2	3	4	5	6	7.	. 9
68. Understanding of the national/ international scene and current issues	0	1	2	3	4	5	6	7.	. 9
69. Understanding of economic principles and current issues in the U.S.	0	1	2	3	4	5	6	7.	. 9
70. Ability to apply adult learning theory to the process of program development	0	1	2	3	4	5	6	7.	. 9
71. Willingness to read and study curriculum materials and related publications	0	1	2	3	4	5	6	7.	. 9

To what degree do you have (a) (an)

	-							+	
72. Understanding of the importance of planning and problem solving procedures in curriculum development	0	1	2	3	4	5	6	7.	. 9
73. Ability to differentiate between curriculum and instruction when selecting curricula and developing instructional plans	0	1	2	3	4	5	6	7.	. 9
74. Ability to resolve scheduling conflicts for adult education program events	0	1	2	3	4	5	6	7.	. 9
75. Ability to encourage and stimulate cooperative planning	0		2	3	4	5	6	7.	. 9
76. Ability to co-ordinate and facilitate the attainment of the general objectives of the organization and the personal objectives of the staff	0	1	2	3	4	5	6	7.	. 9
77. Skill in determining objectives, and initiating, directing, and evaluating activities for the accomplishment of the objectives	0	1	2	3	4	5	6	7.	. 9
78. Ability to prepare year-long master schedules for the adult continuing education program and facilities	0	1	2	3	4	5	6	7.	. 9
79. Ability and willingness to insure that lines of communication are kept open by soliciting active participation, questioning, and suggestions for improvement from constituencies	0	1	2	3	4	5	6	7.	. 9
80. Ability to evaluate the adult education program and strive to improve those areas in which the program show weakness	0	1	2	3	4	5	6	7.	. 9
81. Willingness to accept ultimate responsibility for the achievement of the educational goals and objectives of the adult continuing education program	0	1	2	3	4	5	6	7.	. 9

To what degree do you have (a) (an)

	-							+	
82. Ability to obtain information concerning the adult education program and its problems	0	1	2	3	4	5	6	7. .	9
83. Willingness to review new instructional resources for adult education	0	1	2	3	4	5	6	7. .	9
84. Ability to co-ordinate the use of special rooms and facilities for the adult continuing education program	0	1	2	3	4	5	6	7. .	9
85. Understanding of and ability to account for the physical needs of the learning process	0	1	2	3	4	5	6	7. .	9
86. Ability to arrange for substitute teachers	0	1	2	3	4	5	6	7. .	9
87. Understanding of the various forms and procedures of teacher evaluation	0	1	2	3	4	5	6	7. .	9
88. Ability to utilize consultants and specialists in solving educational problems involving the adult education program	0	1	2	3	4	5	6	7. .	9
89. Knowledge of school building designs and equipment appropriate for adult education programs	0	1	2	3	4	5	6	7. .	9
90. Ability to inspect work areas in buildings or on grounds	0	1	2	3	4	5	6	7. .	9
91. Ability to meet with supervisors and/or adult education staff to arrange in-service programs for groups or individual adult education teachers	0	1	2	3	4	5	6	7. .	9
92. Ability to develop a teacher evaluation and guide	0	1	2	3	4	5	6	7. .	9
93. Understanding of the methods of teaching and teaching aids in general and their specific application to adult continuing education	0	1	2	3	4	5	6	7. .	9

To what degree do you have (a) (an)

		-						+	
94.	Ability to arrange for speakers panels, and groups to participate in adult education program events	0	1	2	3	4	5	6	7. . 9
95.	Willingness to defend the adult education program, its staff, and himself from unwarranted criticism and unjust action	0	1	2	3	4	5	6	7. . 9
96.	Ability to plan adult continuing education staff meetings	0	1	2	3	4	5	6	7. . 9
97.	Ability to efficiently utilize and maintain the physical plant for an adult education program	0	1	2	3	4	5	6	7. . 9
98.	Ability to conduct curriculum change and improvement programs with the staff	0	1	2	3	4	5	6	7. . 9
99.	Ability to orient new teachers to the adult education instructional program and available resources	0	1	2	3	4	5	6	7. . 9
100.	Ability to observe adult education personnel performance in general program activities	0	1	2	3	4	5	6	7. . 9
101.	Ability to promote the professional and personal growth of personnel	0	1	2	3	4	5	6	7. . 9
102.	Ability to schedule and conduct classroom observations, including pre-classroom visitation and follow-up conferences, with the adult education staff	0	1	2	3	4	5	6	7. . 9
103.	Ability to reinforce positive attitudes toward adult learning	0	1	2	3	4	5	6	7. . 9
104.	Ability to work with adult continuing education teachers having problems with students	0	1	2	3	4	5	6	7. . 9
105.	Ability to arrange and procure instructional resources for adult continuing education teachers	0	1	2	3	4	5	6	7. . 9

To what degree do you have (a) (an)

		-						+	
106.	Ability to make available to the adult education staff, information on conferences, institutes, and workshops involving university, professional, or state education department personnel	0	1	2	3	4	5	6	7. . 9
107.	Ability to develop a training program geared to the needs of each adult education employee	0	1	2	3	4	5	6	7. . 9
108.	Ability to conduct special improvement programs for adult continuing education teachers in need of help	0	1	2	3	4	5	6	7. . 9
109.	Ability to supervise regular security and maintenance operators for the adult continuing education program	0	1	2	3	4	5	6	7. . 9
110.	Ability to conduct staff meetings and special conferences with the adult education staff and inform them of program progress, activities, and/or special needs	0	1	2	3	4	5	6	7. . 9
111.	Ability to confer with chairpersons or supervisors on teacher performance	0	1	2	3	4	5	6	7. . 9
112.	Ability to review lesson plans, unit plans, and program reports	0	1	2	3	4	5	6	7. . 9
113.	Ability to provide opportunities for adult learners to participate in curricular evaluation	0	1	2	3	4	5	6	7. . 9
114.	Knowledge of the procedures for analyzing, interpreting, and evaluating present and past programs in planning future programs	0	1	2	3	4	5	6	7. . 9
115.	Ability to help others in seeing the need for change	0	1	2	3	4	5	6	7. . 9
116.	Ability to collaborate in assessing the progress, the methods of working, and resulting human relations of those taking part in change	0	1	2	3	4	5	6	7. . 9

To what degree do you have (a) (an)

	-							+	
117. Ability to collect and analyze student performance data	0	1	2	3	4	5	6	7.	9
118. Ability and willingness to evaluate himself and his subordinates periodically	0	1	2	3	4	5	6	7.	9
119. Ability to evaluate his adult education program and strive to improve those areas in which the program shows weakness	0	1	2	3	4	5	6	7.	9
120. Understanding of guidance programs for adult students	0	1	2	3	4	5	6	7.	9
121. Ability to recognize the signs of the potential adult drop-out	0	1	2	3	4	5	6	7.	9
122. Knowledge of the role of personnel services in adult education	0	1	2	3	4	5	6	7.	9
123. Ability to arrange and co-ordinate an adult student testing program	0	1	2	3	4	5	6	7,	9
124. Ability to develop improved student/staff procedures	0	1	2	3	4	5	6	7.	9
125. Knowledge of the instruments of educational measurement and their use	0	1	2	3	4	5	6	7.	9
126. Ability to develop information sharing processes with community agencies for adult student benefit	0	1	2	3	4	5	6	7.	9
127. Ability to help adult students set their learning goals	0	1	2	3	4	5	6	7.	9
128. Ability and willingness to confer with adult students or their representatives on personal, instructional, or teacher-related problems	0	1	2	3	4	5	6	7.	9
129. Ability to encourage the adult learner's growth through supportive communications	0	1	2	3	4	5	6	7.	9
130. Ability to contact police officials with reference to student problems and security	0	1	2	3	4	5	6	7.	9

To what degree do you have (a) (an)

	-							+	
131. Ability to handle confidential information pertaining to adult students, ethically and professionally	0	1	2	3	4	5	6	7.	. 9
132. Ability to help adult learners adapt to change	0	1	2	3	4	5	6	7.	. 9
133. Ability to assist adult learners in developing a positive self-concept by designing success opportunities for each learner	0	1	2	3	4	5	6	7.	. 9
134. Ability to confer with guidance and other student personnel staff	0	1	2	3	4	5	6	7.	. 9
135. Ability to assist in scholarship selections and other student help programs of community groups	0	1	2	3	4	5	6	7.	. 9
136. Ability to conduct social service and agency referrals	0	1	2	3	4	5	6	7.	. 9
137. Knowledge of negotiations and labor relations laws, policies, and procedures	0	1	2	3	4	5	6	7.	. 9
138. Ability to remain current and familiar with all aspects of the functions delegated to adult education personnel	0	1	2	3	4	5	6	7.	. 9
139. Interest in the welfare of the adult education staff	0	1	2	3	4	5	6	7.	. 9
140. Knowledge of the patterns of relationships among personnel in public school systems	0	1	2	3	4	5	6	7.	. 9
141. Understanding of the health and safety needs of teachers and adult students	0	1	2	3	4	5	6	7.	. 9
142. Ability to assist in the development of negotiations strategies, proposals, and compromises, and advise on the impact of various negotiation proposals	0	1	2	3	4	5	6	7.	. 9
143. Ability to assist new adult education personnel with employment information	0	1	2	3	4	5	6	7.	. 9

To what degree do you have (a) (an)

	-							+
144. Ability to serve as primary official in grievance procedures brought by adult education personnel	0	1	2	3	4	5	6	7. . 9
145. Ability to confer and/or counsel with individual staff members on professional and personal problems	0	1	2	3	4	5	6	7. . 9
146. Ability to work within the structure of negotiated agreements	0	1	2	3	4	5	6	7. . 9
147. Ability and willingness to maintain an adult education professional staff library	0	1	2	3	4	5	6	7. . 9
148. Ability to authorize staff travel, leave of absence, and special function requests	0	1	2	3	4	5	6	7. . 9
149. Ability to participate in adult education teacher applications, interviews, and screenings	0	1	2	3	4	5	6	7. . 9
150. Ability to resolve staff conflicts	0	1	2	3	4	5	6	7. . 9
151. Ability to confer with adult education teachers concerning clerical and/or other service personnel relations	0	1	2	3	4	5	6	7. . 9
152. Ability to serve on negotiations teams	0	1	2	3	4	5	6	7. . 9
153. Ability to prepare written records of screening and selection procedures concerning adult continuing education teachers	0	1	2	3	4	5	6	7. . 9
154. Ability to evaluate staff performance and prepare written recommendations concerning reassignment, retention, promotion, or dismissal	0	1	2	3	4	5	6	7. . 9
155. Ability and willingness to confer with other administrators on the screening and selection of adult education staff personnel	0	1	2	3	4	5	6	7. . 9

To what degree do you have (a) (an)

	-						+
156. Ability to select and assign personnel capable of performing the requirements of the job for which they will ultimately be responsible	0	1	2	3	4	5	6 7. . 9
157. Knowledge of the processes of community organization	0	1	2	3	4	5	6 7. . 9
158. Knowledge of community agencies and institutiona	0	1	2	3	4	5	6 7. . 9
159. Ability to co-ordinate requests for adult education facility use by outside organizations	0	1	2	3	4	5	6 7. . 9
160. Knowledge of the social structure and character of the community	0	1	2	3	4	5	6 7. . 9
161. Ability to plan for special community adult education program events	0	1	2	3	4	5	6 7. . 9
162. Knowledge of public relations and publicity techniques and procedures for informing the community about the adult education program and activities	0	1	2	3	4	5	6 7. . 9
163. Ability and willingness to organize a citizen advisory committee, and to co-operate with them in the study and solution of adult education related problems	0	1	2	3	4	5	6 7. . 9
164. Understanding of the various mechanical and technical procedures necessary for preparing newsletters	0	1	2	3	4	5	6 7. . 9
165. Ability and willingness to attend civic and business group meetings to stimulate interest in and to promote the adult education program	0	1	2	3	4	5	6 7. . 9
166. Ability to develop and maintain informal relations with community agency leaders and representatives, and other members of the community	0	1	2	3	4	5	6 7. . 9

To what degree do you have (a) (an)

	-							+	
167. Willingness to become involved and actively participate in local, area, state, or national professional organizations and interest groups	0	1	2	3	4	5	6	7.	. 9
168. Willingness to encourage interested persons to visit the adult continuing education program	0	1	2	3	4	5	6	7.	. 9
169. Ability to involve community, staff and student population in the adult education activities	0	1	2	3	4	5	6	7.	. 9
170. Ability to serve as district representative on adult continuing education regional planning groups	0	1	2	3	4	5	6	7.	. 9
171. Ability to gather and interpret pertinent data and information about the community	0	1	2	3	4	5	6	7.	. 9
172. Understanding of educational research and statistics	0	1	2	3	4	5	6	7.	. 9
173. Ability to apply research techniques to the solving of problems in adult education	0	1	2	3	4	5	6	7.	. 9
174. Ability to interpret, evaluate, use, plan, and conduct pertinent research in adult education	0	1	2	3	4	5	6	7.	. 9

Please identify any other abilities which you feel should be included:

1. _____
_____
_____

2. _____
_____
_____

3. _____
_____
_____

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